

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM



CASEMIS

Technical Assistance Guide

2005-06 Edition

**California Department of Education
Special Education Division
Fall 2005**

PREFACE

This manual is developed for special education local plan areas (SELPA), school districts, county offices of education, and state-operated programs (SOP) for the disabled that submit student level data via California Special Education Management Information System (CASEMIS). The complete package includes the CASEMIS software and this Technical Assistance Guide. Both the Technical Assistance Guide (TAG) and the CASEMIS software are available at the Department's Web site for download <http://www.cde.ca.gov/sp/se/>. You may download both products to your Personal Computer (PC) for your use.

The manual contains necessary and relevant information about the CASEMIS software and the student level database. The software and the manual are generally updated once a year reflecting all new reporting requirements from state and federal agencies. Mid-year revisions or updates are provided to users when needed.

If you are an authorized user (for example: SELPA, district or county office of education, or SOP) of the system, you may make copies of the software or the manual for the districts or sites under your jurisdiction. Any unauthorized copy, distribution, or commercial use of the software is strictly prohibited.

All features in CASEMIS have been extensively tested with fictitious and actual data. It is, however, virtually impossible to recreate every situation that may exist in the real world. Should you experience a situation when the system fails to perform as expected, please let us know.

We also believe that the system should be beneficial for both the California Department of Education and the various education agencies that use it. If you have any suggestions for improving the system or the Technical Assistance Guide, please let us know by sending an e-mail with specific details to <CASEMIS@cde.ca.gov>. We hope you will find both products useful.

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Chapter I

GENERAL INFORMATION

California Special Education Management Information System (CASEMIS) is an information reporting and retrieval system in special education, developed by the California Department of Education, Special Education Division. The system has been designed to assist the local education agencies (LEAs), special education local plan areas (SELPA), county offices of education, school districts, and the state-operated programs for the disabled (SOP) that submit student level data to the California Department of Education. The system has been in operation since 1987-88 on a voluntary basis, and by 1994-95, all SELPAs and SOPs in California have implemented the system. Since then, CASEMIS has completely replaced all special education enrollment data collection via hard-copy forms.

BACKGROUND

The need for a statewide student level database in special education had been well established by the California Department of Education and the special education local plan areas. A detailed analysis of these needs and a discussion of the benefits and costs of implementing such a system have been documented in a feasibility study prepared by the California Department of Education and was approved by the Department of Finance in 1989 for statewide implementation.

Our past experience showed aggregate data lacked the degree of detail necessary to answer various program questions. Each time a need arose for new information that was not available in the existing pool of aggregate data, the Department of Education sent hard-copy forms to the LEAs to collect the needed data. These data were fragmented and often inconsistent; therefore, it was difficult for the department to make any meaningful analysis of the data over a period of time.

The need for program information has continued to increase considerably in recent years. This trend shows no signs of slowing, as many emerging issues in special education require data on a large number of program variables and student characteristics that make reporting of data quite complex.

The changes in the data requirements and increasing sophistication in their use have made the traditional data collection process expensive, inefficient, and impractical. Therefore, the Department of Education launched this effort to collect primary data (as opposed to secondary, derived, or calculated data) at the student level, rather than aggregate data at the district or SELPA level. This approach enabled the department to address many program questions using the existing pool of data without sending out hard-copy forms to the LEAs. The state-developed software, thus eliminating possible

variation in reporting complex data by the LEAs, now addresses many program questions. By implementing the system over a number of SELPAs since 1987, we found that the student level data reporting system is as error-free as possible, cost-effective, and efficient in meeting our information needs.

PURPOSE OF THE SYSTEM

The purpose of the system is to develop the capability in the Department of Education and among the LEAs to collect and share accurate and reliable student level data in a timely manner. The system provides the LEAs a statewide standard for maintaining a common core of special education data at the local level. It also provides the Department of Education quality data at regular intervals that can be used for meeting all of our data needs. Specifically, they are:

1. To monitor special education programs in California on a continuous basis and to identify any unusual phenomenon or changes in the program.
2. To seek answers to various program questions by analyzing student level data for better planning, policymaking, and administration of special education programs.
3. To identify and research various program issues using the demographic and program variables.
4. To evaluate special education programs against statewide regular education goals in general, and special education goals in particular.
5. To evaluate the effectiveness of special education programs in California with respect to individual student progress, movement to less restrictive environment, and transition to independent living, to the extent feasible.
6. To meet all statutory and programmatic needs for data in special education.
7. To project future needs of students with disabilities in California and help develop strategies to address them.
8. To develop the capability to share special education information between the Department of Education and other state and local education agencies using the latest technologies.
9. To develop special education data standards in California and collect a set of common core data in special education so we can address issues of state-wide and local interest.

The purpose of the system is also to disseminate SELPA-level and state-level information in special education programs.

AUTHORITY FOR COLLECTING STUDENT LEVEL DATA

Both California state and federal laws have given the statutory authority to the Department of Education for collecting necessary data in special education on a regular basis. These requirements are stated in the appropriate code sections of the laws and regulations in order for the department to effectively administer special education programs.

State Law

California *Education Code Section 56601(a) (Part 30)* provides the statutory authority to the California Department of Education to collect special education data, at least annually, in a form and manner determined by the superintendent. It states that,

Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities.... This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

The decision of collecting student level data electronically, twice a year, has been made by the department under this authority.

Several other sections of the Education Code and the Government Code authorize the department to collect data from the LEAs to meet various statistical, fiscal, demographic, and programmatic needs for data in special education in California. All relevant California code sections are presented in *Appendix A*.

Federal Law

Section 1418 of the Individuals with Disabilities Education Act (IDEA) of the federal statutes (*Title 20 U.S.C. Chapter 33*), requires that each state education agency (SEA) collect statistical and programmatic information on students enrolled in special education in order to apply for federal funds. Relevant sections of the U.S. Codes outlining these requirements are shown in *Appendix B*.

GENERAL OVERVIEW OF THE SYSTEM

The system requires each participating LEA manage a student level data system on a computer. The hardware can be personal computer (PC), minicomputer, or mainframe, although the department's support for this system is limited to microcomputer environment. The database can be developed according to the state database structure (see *Chapter II* and *Appendix C*) or the LEA may use their own structure. It is not necessary, nor is it expected, that the LEA have the same hardware or software as the state system. In order to participate in the student level data system, however, some interface between the state system and the LEA system is necessary.

The department provides software, named CASEMIS (see *Chapter IV*), to the LEAs at the beginning of the year or prior to each reporting cycle. The software, as an option, accesses the student data file maintained by the LEA and copies eligible records from this file to a new file for each reporting cycle. The software verifies the file for any errors, and after the file is verified and determined error-free, then generates a number of reports for the LEA. The LEA examines the reports for their accuracy and then submits to the state a copy of the verified student data file (or subfile created by the system).

The LEAs are not required to complete forms with district or SELPA-level aggregate data. Any new reporting requirements are addressed through annual revisions of the CASEMIS software or periodic updates, if necessary.

Details of the system are discussed in appropriate chapters in this manual.

SYSTEM HARDWARE FOR THE LEA

As indicated above, the Department supports only personal computers (PC) for this system. This means that the LEAs maintaining their system in computers other than PCs must have the capability of downloading their student level data into PC. The software is available for all 32-bit WINDOWS platforms.

SYSTEM SOFTWARE FOR THE LEA

The LEAs may use any database management software to maintain their student data file. However, CASEMIS will read files written only in DBF format. For your convenience, the tools in CASEMIS software can convert CASEMIS data files written in TXT or CSV (comma separated values) format into DBF format. If your data files are in

TXT or CSV format, you may convert the files into DBF format before you can verify your files and generate reports.

If the LEA cannot generate a data file in DBF, TXT, or CSV format according to the state database structure, the LEA will not be able to use the state software; nor can it submit student level data to the department.

TECHNICAL ASSISTANCE

The California Department of Education provides free technical support to the LEAs as necessary. If you need assistance, please contact the Special Education Division.

FURTHER INFORMATION

Questions or inquiries for further information regarding the student level database or the CASEMIS software should be directed to:

Mailing Address:	California Department of Education Special Education Division 1430 N Street, Suite 2401 Sacramento, CA 95814
Telephone:	Andrew Waskiewicz: (916) 327-3685
Internet:	casemis@cde.ca.gov
FAX:	(916) 327-3730

A NOTE ABOUT THE MANUAL

This manual has been written for use by the local public education agencies (LEAs) and the state-operated programs (SOP) for students with disabilities in California. The LEAs include school districts, county offices of education, and special education local plan areas (SELPA). The SOPs include all participating programs for the disabled, operated by various state agencies. The CASEMIS Technical Assistance Guide can be downloaded from the following website:

<http://www.cde.ca.gov/sp/se/ds/>

For the sake of convenience, we have used the terms LEA and SELPA to include the state-operated program. Similarly, we have used the term "district" to include the sites in a state-operated program. In some cases we have used both terms. Unless otherwise specified, the terms "LEA", "SELPA", and "district" will apply to both programs.

Chapter II

DATABASE STRUCTURE WITH CODES: 2005-06

The 2005-06 student level database has three data tables: Table A: CASEMIS Student Data Table, Table B: Infant Services Data Table, and Table C: Discipline Data Table. The data fields in each table are organized under appropriate categories. Each data field contains the following information: (1) field number, (2) field name, (3) field type, (4) width of the field, and (5) a brief description of the data field, its format, and the codes. A list of the data fields in each table is also shown in *Appendix C*.

Table A (CASEMIS Student Data Table) **shall** contain one record for each student in the database. The uniqueness of a record for a SELPA is determined by the combination of the *SELPA_CODE* and *STUDENT_ID* data fields in the table.

Table B (Infant Services Data Table) **shall** contain at least one record for each infant (age 0-2) in Table A. Table B may contain more than one record, one for each service received by the infant.

Table C (Discipline Data Table) **shall** contain one record for each disciplinary action for a student in Table A. Table C may contain more than one record for a student, if the student is subjected to more than one disciplinary action during the school year.

It is important that each data table maintained by the LEA contains **all data fields** with appropriate codes according to this structure. There are **no optional fields** in the state

data tables. Please note that the term IEP (Individualized Education Program) includes IFSP (Individual Family Service Plan) and ISP (Individual Service Plan) as applicable.

CASEMIS will no longer support a non-CASEMIS .dbf file format

The department supports conversion of text file format (ASCII text), comma delimited format, or comma separated values (CSV) for a data table within the CASEMIS system.

If a SELPA or district uses ASCII file format, make sure that the date field is in CCYYMMDD format rather than MM/YY/DD format prior to converting a table from ASCII/CSV to DBF format.

Table A: CASEMIS Student Data Table

Num	Field Name	Type	Width	Field Description, Format, and Codes
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A. Report Identification

A-1	REPT_DATE	Date	8	Date of report (MM/DD/CCYY)
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B. LEA Identification

A-2	SELPA_CODE	Character	4	SELPA or state-operated program reporting data (CCCC) Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix D</i>)
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A-3	SELPA_FROM	Character	4	SELPA transferred from (If the student is placed by another SELPA for services; otherwise, leave blank) (CCCC) Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix D</i>)
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A-4	DIST_SERV	Character	7	District, county office or state-operated program providing the majority of services and/or receiving funds (CCDDDDD) Use the 7-digit county-district code or state-operated program code from the <i>California Public School Directory</i>
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A-5	DIST_RESI	Character	7	Student's district of residence (CCDDDDDD) Use the 7-digit county-district code from the <i>California Public School Directory</i>
A-6	SCH_CODE	Character	7	Seven-digit code of the physical location of the school where the student receives the majority of instruction (SSSSSSSS) Use the seven-digit school code from <i>California Public School Directory</i> or <i>California Private School Directory</i> Note: If school code is not available, use the first seven characters of the name of the school or location or setting
A-7	SCH_TYPE	Character	2	Type of school where student receives the majority of special education services 00 No school (0-5 only) 10 Public day school 11 Public residential school 15 Special Education Center or facility 19 Other public school or facility (such as a store-front transition program) 20 Continuation school 22 Alternative work education center/work study program 24 Independent study 30 Juvenile court school 31 Community school 32 Correctional institution or facility 40 Home instruction based on IEP Team determination 45 Hospital facility 50 Community college 51 Adult education program

- 55 Charter school (operated **by** an LEA/district)
- 56 Charter school (operated **as** an LEA/district)

- 61 Head Start program
- 62 Child development or child care facility
- 63 State preschool
- 64 Private preschool
- 65 Extended day care

- 70 Nonpublic day school
- 71 Nonpublic residential school –in California
- 72 Nonpublic residential school – outside California
- 75 Private day school (not certified by Special Education Division)
- 76 Private residential school (not Certified by Special Education Division)
- 79 Nonpublic agency

- 80 Parochial school

A *Student Demographics*

A-8	LAST_NAME	Character	15	Student's last name (CCCCCCCCCCCCCCCC) First fifteen characters of student's last name
A-9	FIRST_NAME	Character	15	Student's first name (CCCCCCCCCCCCCCCC) First fifteen characters of student's first name
A-10	STUDENT_ID	Character	16	Student identification code (CCCCCCCCCCCCCCCC) Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency
A-11	CSIS_ID	Character	10	Student's CSIS identification code (CCCCCCCCCCCC)
A-12	SSN	Character	9	Student's social security number (CCCCCCCCC)
A-13	BIRTHDATE	Date	8	Student's date of birth (MM/DD/CCYY)
A-14	GENDER	Character	1	Student's gender identification F Female M Male

A-15	ETHNICITY1	Character	3	<p>Student's primary ethnic identification or background</p> <p>100 Native American</p> <p>201 Chinese</p> <p>202 Japanese</p> <p>203 Korean</p> <p>204 Vietnamese</p> <p>205 Asian Indian</p> <p>206 Laotian</p> <p>207 Cambodian</p> <p>299 Other Asian</p> <p>301 Hawaiian</p> <p>302 Guamanian</p> <p>303 Samoan</p> <p>304 Tahitian</p> <p>399 Other Pacific Islander</p> <p>400 Filipino</p> <p>500 Hispanic</p> <p>600 African-American</p> <p>700 White</p>
A-16	ETHNICITY2	Character	3	<p>Student's <i>second</i> ethnic identification (if any)</p> <p>(CCC)</p> <p>Use the list of codes in field #A-15</p>
A-17	ETHNICITY3	Character	3	<p>Student's <i>third</i> ethnic identification (if any)</p> <p>(CCC)</p> <p>Use the list of codes in field #A-15</p>

A-18	ETHNICITY4	Character	3	<p>Student's <i>fourth</i> ethnic identification (if any)</p> <p>(CCC)</p> <p>Use the list of codes in field #A-15</p>
A-19	ETHNICITY5	Character	3	<p>Student's <i>fifth</i> ethnic identification (if any)</p> <p>(CCC)</p> <p>Use the list of codes in field #A-15</p>
A-20	ETHNICITY6	Character	3	<p>Student's <i>sixth</i> ethnic identification (if any)</p> <p>(CCC)</p> <p>Use the list of codes in field #A-15</p>
A-21	EL	Character	1	<p>English learner</p> <p>Y Yes, if the student is an English learner (limited English proficient)</p> <p>N No, if not</p>
A-22	HOME_LANG	Character	2	<p>Student's home language or birth language</p> <p>(CC)</p> <p>Use the two-digit language code from <i>Appendix E</i></p>
A-23	PLAN_TYPE	Character	1	<p>Type of education plan for special education services</p> <p>1 Individualized Education Program (IEP) or Individual Family Service Plan (IFSP)</p> <p>2 Individual Service Plan (ISP)</p>

D. Program Information

A-24	REFR_DATE	Date	8	Date of referral to assess and determine eligibility for special education services (for ages 0-2 only) (MM/DD/CCYY)
A-25	MIGRANT	Character	1	Eligible for or is participating in the Migrant Program (PL 97-35) Y Yes, if eligible for, or is participating in the Migrant Program N No, if not eligible or unknown
A-26	RESID_STAT	Character	2	Student's residential status 10 Parent or legal guardian 20 Licensed children's institution (LCI) 30 Foster family home (FFH) 40 Hospital (except state hospital) 50 Residential facility 60 Incarcerated institution 71 State hospital 72 Developmental center 90 Other
A-27	ENTRY_DATE	Date	8	Date student <i>first</i> entered special education (MM/DD/CCYY)
A-28	LAST_IEP	Date	8	Date of student's last complete IEP meeting (MM/DD/CCYY)
A-29	LAST_EVAL	Date	8	Date of the latest determination of initial or continued eligibility for special education (MM/DD/CCYY)

A-30	DISABILITY	Character	3	<p>Primary disability category of student</p> <p>010 Mental Retardation (MR)</p> <p>020 Hard of Hearing (HH)</p> <p>030 Deafness (DEAF)</p> <p>040 Speech or Language Impairment (SLI)</p> <p>050 Visual Impairment (VI)</p> <p>060 Emotional Disturbance (ED)</p> <p>070 Orthopedic Impairment (OI)</p> <p>080 Other Health Impairment (OHI)</p> <p>081 Established Medical Disability (EMD) (ages 3-5 only)</p> <p>090 Specific Learning Disability (SLD)</p> <p>100 Deaf-Blindness (DB)</p> <p>110 Multiple Disability (MD)</p> <p>120 Autism (AUT)</p> <p>130 Traumatic Brain Injury (TBI)</p>
A-31	SOLE_LOW	Character	1	<p>If the student has a solely low incidence disability (for ages 0-2 only)</p> <p>Y Yes, if the child has a solely low incidence disability</p> <p>N No, if the child does not have a solely low incidence disability</p>
A-32	INFANT_SET	Character	2	<p>Program setting for infant service (for ages 0-2 only)</p> <p>21 Designated Instruction and Services (DIS)</p> <p>22 Resource Specialist Program (RSP)</p> <p>23 Special Day Class (SDC)</p>

A-33	PRESCH_SET	Character	2	Program setting for preschool services (for ages 3-5 only)
			10	Early childhood setting
			20	Early childhood special education setting
			30	Home
			40	Part-time early childhood/part-time early childhood special education setting
			50	Residential facility
			60	Separate school
			70	Itinerant service outside the home (Optional)
			80	Reverse mainstream setting (Optional)
A-34	OUT_REGCLS	Character	3	Percentage of time the student is outside the general education class for special education instruction or services during the school day (for ages 6-22 or grade K or higher)
				(NNN)
A-35	GRADE	Character	2	Student's grade level
			01	First grade
			02	Second grade
			03	Third grade
			04	Fourth grade
			05	Fifth grade
			06	Sixth grade
			07	Seventh grade
			08	Eighth grade
			09	Ninth grade
			10	Tenth grade
			11	Eleventh grade
			12	Twelfth grade
			13	12+ grade / Transition
			15	Ungraded
			16	Infant
			17	Preschool
			18	Kindergarten

A-36	TRAN_SERV	Character	2	<p>A primary transition service program in which the student is participating or has participated during the school year (for ages 15 and older; younger as appropriate, select the primary service).</p> <p>10 None</p> <p>20 WorkAbility</p> <p>30 Transition Partnership Program (TPP)</p> <p>40 Postsecondary education</p> <p>50 Other Transition Service</p>
A-37	TRAN_LANG	Character	1	<p>If transition services language has been included in the IEP (for ages 15 or older, younger as appropriate)</p> <p>Y Yes, if transition services language has been included in the IEP</p> <p>N No, transition services is not included in IEP (or not applicable for students 14 and younger)</p>
A-38	MHS_ELIGIB	Character	1	<p>If the student is currently eligible for mental health services under Government Code 26.5 or AB 3632</p> <p>Y Yes, if student is eligible for mental health services</p> <p>N No, if student is not eligible for mental health services</p>
A-39	MHS_LANG	Character	1	<p>If mental health services (MHS) language under Government Code 26.5 or AB 3632 is included in the IEP</p> <p>Y Yes, if mental health services language is included in the IEP</p> <p>N No, if not eligible or no MHS language is included in IEP or not applicable</p>

A-40	SERVICE1	Character	A special education service received by the student, if any (for ages 3-22 only)
20			Regular class with accommodation
25			Nonintensive School-based program (learning center)
26			Resource Specialist Program/Non intensive specialist program
40			Special day inclusion services
41			Special day class in public integrated facility
42			Special day class in public separate facility
43			Special day class in nonpublic school
50			Language and speech
52			Adapted physical education
53			Audiological services
54			Individual counseling
56			Counseling and guidance
57			Occupational therapy
58			Physical therapy
59			Orientation and mobility
60			Parent counseling
62			Social work services
63			Vocational education training
64			Recreation services, includes therapeutic recreation
65			Individual and small group instruction
66			Vision services
67			Specialized driver training
68			Psychological services
71			Specialized services for low incidence disabilities
72			Health and nursing – specialized physical health care services
73			Health and nursing - other services
74			Interpreter services
76			Behavior intervention services
77			Assistive technology services
78			Braille transcription

				79	Reader services
				80	Note taking services
				85	Vocational counseling
				86	Deaf and hard of hearing services
				87	Respite care services (ages 3-5 only)
				88	Intensive Individual Service
				90	Transportation
				99	Other special education services
A-41	SERVICE2	Character	2		A second special education or related service received by the student, if any (for ages 3-22 only) (CC) Use the list of codes in field #A-40
A-42	SERVICE3	Character	2		A third special education or related service received by the student, if any (for ages 3-22 only) (CC) Use the list of codes in field #A-40
A-43	SERVICE4	Character	2		A fourth special education or related service received by the student, if any (for ages 3-22 only) (CC) Use the list of codes in field #A-40
A-44	SERVICE5	Character	2		A fifth special education or related service received by the student, if any (for ages 3-22 only) (CC) Use the list of codes in field #A-40
A-45	SERVICE6	Character	2		A sixth special education or related service received by the student, if any

(for ages 3-22 only)

(CC)

Use the list of codes in field #A-40

A-46	SERVICE7	Character	2	A seventh special education or related service received by the student, if any (for ages 3-22 only)
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(CC)

Use the list of codes in field #A-40

A-47	SERVICE8	Character	2	An eighth special education or related service received by the student, if any (for ages 3-22 only)
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(CC)

Use the list of codes in field #A-40

E. Assessment Data

A-48	PARTICIP	Character	2	<p>Student's status of participation in the statewide assessment program (STAR) as indicated in the IEP</p> <p>This includes students who are: (1) in grades 2-11 OR (2) age 7-16 and grade code is "ungraded".</p> <p>To participate in the California Standards Test (CST) and CAT-6:</p> <p>10 Without accommodations or modifications 11 With accommodations 12 With modifications</p> <p>30 To participate in California Alternate Performance Assessment (CAPA)</p> <p>90 Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, Field A-23, is ISP)</p>
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F. Exit Data

A-49	EXIT_DATE	Date	8	Date student exited special education program or from SELPA (MM/DD/CCYY)
A-50	EXIT_RESON	Character	2	Reason for exiting special education program or from SELPA
			70	Returned to regular education or no longer eligible for special education or successful completion of IFSP
			71	Graduated from high school with diploma
			72	Graduated from high school with certificate of completion or other than diploma
			73	Reached maximum age
			74	Dropped out, includes attempts to contact unsuccessful
			76	Moved, and known to be continuing (transferred), includes transfer to another program
			77	Deceased
			78	Parent withdrawal
			80	Moved, and NOT known to be continuing
			81	Received high school proficiency certificate through general educational development (GED) test

Table B: Infant Services Data Table

Num	Field Name	Type	Width	Field Description, Format, and Codes
<i>A. Report Identification</i>				
B-1	REPT_DATE	Date	8	<p>Date of report</p> <p>(MM/DD/CCYY)</p> <p>Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-1.</p>
<i>B. LEA Identification</i>				
B-2	SELPA_CODE	Character	4	<p>SELPA or state-operated program reporting data</p> <p>(CCCC)</p> <p>Use the four-digit SELPA code from the SELPA Code List (see <i>Appendix E</i>)</p> <p>Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-2.</p>
<i>C. Student Demographics</i>				
B-3	STUDENT_ID	Character	16	<p>Student identification code</p> <p>(CCCCCCCCCCCCCCCC)</p> <p>Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency</p> <p>Note: This is the same code as the student identification code in Table A: CASEMIS Student Data Table, Field #A-10.</p>

B-4	CSIS_ID	Character	10	Student's CSIS identification code (CCCCCCCCCCC)
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Note: this is the same code as the
CSIS_ID code in Table A: CASEMIS
Student Data Table, Field #A-11.

D. Infant/Related Services

B-5	SERVICE	Character	2	An infant/related service received by the student
			30	Family training, counseling, and home visits
			31	Medical services (for evaluation only)
			32	Nutrition services
			33	Service coordination
			34	Special instruction
			35	Special education aide in regular development class child care center or family child care home
			50	Language and speech
			53	Audiological services
			57	Occupational therapy
			58	Physical therapy
			59	Orientation and mobility
			62	Social work services
			66	Vision services
			68	Psychological services
			71	Specialized services for low incidence disabilities
			72	Health and nursing – specialized physical health care services
			73	Health and nursing - other services
			76	Behavior management services
			77	Assistive technology services
			86	Deaf and hard of hearing services
			87	Respite care services
			90	Transportation
			99	Other special education services

B-6	AGENCY	Character	2	Agency that provides the infant/related service
			10	District of service/enrollment
			11	County office of education
			12	SELPA
			13	Another district, county or SELPA
			20	Regional Center
			21	Alcohol and Drug programs
			22	Child Development Funded program
			23	Head Start
			30	Department of Mental Health
			31	California Children's Services
			32	Department of Social Services
			33	Department of Rehabilitation
			34	Employment Development Dept.
			40	Nonpublic agency under contract with SELPA or district
			50	Other public program
			60	Other private program
B-7	LOCATION	Character	3	Location where the student receives the service
			210	Program designed for children with developmental delay or disabilities
			220	Program designed for typically developing children
			420	Residential facility
			430	Home
			440	Hospital (inpatient)
			520	Service provider's location
			900	Any other location or setting

B-8	FREQUENCY	Character	2	Frequency of receiving the infant/related service
				11 Daily, once a day
				12 Daily, twice a day
				13 Daily, three times a day
				14 Daily, four times a day
				15 Daily, five or more times a day
				21 Weekly, once a week
				22 Weekly, twice a week
				23 Weekly, three times a week
				24 Weekly, four times a week
				25 Weekly, five or more times a week
				31 Monthly, once a month
				32 Monthly, twice a month
				33 Monthly, three times a month
				34 Monthly, four times a month
				35 Monthly, five or more times a month
				41 Yearly, once a year
				42 Yearly, twice a year
				43 Yearly, three times a year
				44 Yearly, four times a year
				45 Yearly, five or more times a year
				90 Any other frequency or as needed
B-9	DURATION	Character	4	Number of minutes per session
				(NNNN)

Table C: Discipline Data Table

Num	Field Name	Type	Width	Field Description, Format, and Codes
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A. Report Identification

C-1	REPT_DATE	Date	8	Date of report (MM/DD/CCYY)
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Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-1.

B. LEA Identification

C-2	SELPA_CODE	Character	4	SELPA or state-operated program reporting data (CCCC)
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Use the four-digit SELPA code from the SELPA Code List (see *Appendix E*)

Note: This is the same date as in Table A, CASEMIS Student Data Table, Field #A-2.

C. Student Demographics

C-3	STUDENT_ID	Character	16	Student identification code (CCCCCCCCCCCCCCCC)
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Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency

Note: this is the same code as the student identification code in Table A: CASEMIS Student Data Table, Field #A-10.

C-4	CSIS_ID	Character	10	Student's CSIS identification code (CCCCCCCCCC)
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Note: This is the same code as the CSIS_ID code in Table A: CASEMIS Student Data Table, Field #A-11.

D. Discipline Data

C-5	DSPL_DATE	Date	8	Date of the disciplinary action (MM/DD/CCYY)
C-6	DSPL_TYPE	Character	1	Type of the disciplinary action S Suspension; if suspended E Expulsion; if expelled or transferred to another program
C-7	DSPL_BY	Character	2	The authority that made the decision on disciplinary action 10 School or district personnel 20 Court order 30 Hearing Officer - for likely injury by the student to himself or herself or to others 31 Hearing Officer – for any other reasons
C-8	DSPL_DAYS	Character	3	Number of days the disciplinary action is effective (DDD)

C-9	REASON1	Character	2	Primary reason for the disciplinary action
			10	Possessing, selling or furnishing a firearm (EC 48915(c)(1))
			11	Brandishing a knife at another person (EC 48915(c)(2))
			12	Unlawfully selling a controlled substance (EC 48915(c)(3))
			13	Committing or attempting to commit a sexual assault or battery (EC 48915(c)(4) or 48900(n))
			20	Caused serious physical injury to another person (EC 48915(a)(1))
			21	Possession of knife or other dangerous object (EC 48915(a)(2))
			22	Unlawful possession of any controlled substance (EC 48915(a)(3))
			23	Robbery or extortion (EC 48915(a)(4) or 48900(e))
			24	Assault or battery upon any school employee (EC 48915(a)(5))
			25	Possession of explosive (EC 48915(c)(5))
			30	Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(1))
			31	Willfully used force or violence on another person (EC 48900(a)(2))
			32	Possessed, sold or furnished firearm, knife, explosive or other dangerous object (EC 48900(b))
			33	Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (EC 48900(c))
			34	Selling or delivering material represented to be a controlled substance (EC 48900(d))
			35	Caused or attempted to cause damage to school or private property (EC 48900(f))
			36	Stole or attempted to steal school property or private property

- (EC 48900(g))
- 37 Possessed or used tobacco or nicotine products (EC 48900(h))
- 38 Committed an obscene act or engaged in habitual profanity or vulgarity (EC 48900(i))
- 39 Unlawfully possessed, or unlawfully offered or arranged to sell, drug paraphernalia (EC 48900(j))
- 40 Disruption of school activities or willfully defying the valid authority of school personnel (EC 48900(k))
- 41 Knowingly received stolen school property or private property (EC 48900(l))
- 42 Possession of an imitation firearm (EC 48900(m))
- 43 Harassed, threatened, or intimidated a pupil who is a witness (EC 48900(o))
- 44 Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900(p))
- 45 Engaged in, or attempted to engage in, hazing (EC 48900(q))
- 46 Aiding or abetting the infliction or attempted infliction of physical injury on another (EC 48900(s))
- 50 Engaged in sexual harassment (EC 48900.2)
- 51 Attempted to cause, threatened to cause, or participated in an act of hate violence (EC 48900.3)
- 52 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4)
- 53 Made terrorist threats against school officials or school property (EC 48900.7)

C-10	REASON2	Character	2	<p>A second reason for the disciplinary action (if any)</p> <p>(DD)</p> <p>Use codes of Field #C-9.</p>
C-11	REASON3	Character	2	<p>A third reason for the disciplinary action (if any)</p> <p>(DD)</p> <p>Use codes of Field #C-9.</p>
C-12	DSPL_STAT	Character	2	<p>Status of the student as a result of the disciplinary action</p> <p>20 Sent home, without instructional support</p> <p>21 Sent home, with instructional support</p> <p>30 Continuation class/school</p> <p>31 Opportunity class/school</p> <p>32 Community day school</p> <p>33 Adult education program</p> <p>34 Independent study</p> <p>40 Juvenile court school</p> <p>41 County court school</p> <p>42 Other county program</p> <p>43 Placed in another district</p> <p>44 Charter school (operated by a LEA/district)</p> <p>45 Charter school (operated as an LEA/district)</p> <p>50 Graduated</p> <p>51 Left district or moved</p> <p>52 Dropped out or placement unknown</p> <p>80 Other alternative education setting</p>

Chapter III

DEFINITION OF DATA FIELDS

In the following pages each data field in the three tables has been defined. Additional information on each data field has been presented according to the following format for your convenience.

Definition:	The data field is defined in its programmatic, fiscal and legislative context.
Purpose:	The purpose of collecting the data element and how the department will use the data.
Format:	The format of the data field is specified, including its type and width.
Example:	Several examples are provided to illustrate typical entry for the field in a record.
Comment:	Any other issues relating to the data field are discussed, which includes default values of the field (if any), fiscal and programmatic implications, exceptions, and its relation to other data fields.
Verification:	<p>This describes how each data field is verified by the CASEMIS software for accuracy, internal consistency, and any possible error.</p> <p>If there is an error or suspected error, the verification process will print an error or a warning message. See <i>Appendix F</i> for a complete list of error and warning messages.</p>

Note that all program information for an active student is as of the reporting date. If a student has left the program or SELPA, the program information **shall** reflect the services received immediately before or at the time of exit from the program or SELPA.

A-1.	REPT_DATE	Date of Report.
	Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
	Purpose:	To identify and document the date of the student record, and to comply with the December and End-of-Year pupil count certification.
		This date is used for calculating age of a student for the December and End-of-Year student data reports.
	Format:	MM/DD/CCYY (8-byte date field)
	Example:	12/01/2005 December 1, 2005 Report 06/30/2006 2005-06 End-of-Year Report
	Comment:	This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time.
		If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.
	Verification:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.
A-2.	SELPA_CODE	SELPA or state-operated program (SOP) reporting data.
	Definition:	This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data (see <i>Appendix D</i>).
	Purpose:	To identify the administrative unit under which a student

receives special education and related services, and through which agency the funding for special education is allocated.

Format: CCCC (4-digit character code)

Example: 1700 Lake County SELPA
3020 West Orange County SELPA
7200 California Youth Authority

Comment: These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.

Verification: If this field is left blank or if the entry in this field is not a valid code (see *Appendix D*), it will result in an error.

A-3. SELPA_FROM SELPA from which student transferred.

Definition: This is the four-digit code of the SELPA that placed the student to the reporting SELPA (Field #A-2, *SELPA_CODE*) which is now providing (or has provided) services and is reporting data.

This field may be left blank if the student is not placed by (or transferred from) another SELPA.

Purpose: To identify the SELPA that places a student to the reporting SELPA for services.

Format: CCCC (4-digit character code)

Example: See the examples for Field #A-2, *SELPA_CODE*

Comment: This field is for local use only. The California Department of Education does not use this field.

This field shall be left blank for students in the state-operated programs (SOP).

If this field is left blank or if the code is the same as the *SELPA_CODE*, it is assumed that the student is not placed by another SELPA.

Verification: If there is an entry in this field and if it is not a valid SELPA

code (see *Appendix D*), it will result in an error.

A-4. DIST_SERV District, county office or state-operated program site providing the majority of services and/or receiving funds.

Definition: District, county office of education or state-operated program (SOP) site providing the majority of services to the student. This is a seven-digit code, of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See *California Public School Directory* for correct code of the district or county office.

Purpose: To identify the district or county office or SOP site that provides or accounts for the services and receives funding.

Format: CCDDDDDD (7-digit county-district code)

Example: 1062166 Fresno Unified
4369393 Campbell Union Elementary
3033068 Fairview Developmental Center

Comment: Every year some districts change their administrative, organizational or geographic configuration. Also, new districts are created to accommodate an increasing population. The Publications Office of the Department of Education documents these changes. Make sure that the code in this field is correct.

Note: County schools office shall **not** be identified as "CC00000".

Verification: If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.

A-5. DIST_RESI District of Residence.

Definition: This is the California Department of Education issued seven-digit county-district-school (CDS) code of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. This may include:

1. the district where the student resides,
2. the district where the parent lives,
3. the district where the parent resides if the student is placed out-of-home district through IEP process,
4. the district receiving student under inter-district transfer,

5. the district or county office authorizing a charter school, unless the charter school has a seven-digit district code,
6. the district or county office, only for wards of the court if none of the above conditions apply.

See *California Public School Directory* for correct code of the district or county office.

Purpose: To identify the district where the student resides in relation to the district that provides the services.

Format: CCDDDDDD (7-digit county-district code)

Example: See examples under Field #A-4, *DIST_SERV*.

Comment: See comments under Field #A-4, *DIST_SERV*.

Verification: If the entry in this field is not a valid district code, it will result in an error.

If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.

A-6. SCH_CODE Seven-digit code of the physical location of the school where the student receives the majority of instruction

Definition: This is the seven-digit code of the school where the student is enrolled in or receives the majority of instructional services. For most students, this will be a regular public school; but for many others, this may be a nonpublic, private, parochial or other type of school. See *California Public School Directory* or *California Private School Directory* for correct school code.

For a county-operated program located in a public school, this will be the seven-digit school code of the public school - not the seven-digit school code for all county-operated programs.

Purpose: To identify the school and its location, where the student is enrolled and receives the majority of instructions; to be able to identify a student at the instructional site; to be able to aggregate program data at the school level.

Format: SSSSSSS (7-digit character code)

Example: 6059315 Leonardo da Vinci Magnet School

4530077 Mountain Lakes High School
5430020 Porterville Developmental Center

Comment: If school code is not available, write the first seven characters of the name of the school of attendance.

Verification: If this field is left blank, it will result in an error.

A-7. SCH_TYPE Type of school where student receives majority of special education services.

Definition: This is the type of school where the student receives special education services. For most students, this is the regular public school system, but for many others, this may be a different educational setting.

Purpose: To identify the type of school where the student receives special education services.

Format: CC (2-digit character code)

Example: 10 Public Day School
30 Juvenile Court School
64 Private Preschool

Comment: This field may not correspond to Field #A-6 (*SCH_CODE*), as appropriate.

Verification: If this field is left blank, it will result in an error. If the entry in this field is not a valid code as listed in *Chapter II* under this field, it will result in an error.

A-8. LAST_NAME Student's last name.

Definition: Student's last name or family name as recorded in the IEP.

Purpose: To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to Students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.

Format: CCCCCCCCCCCCCC (15-byte character code)

Example: BECKO-RELLER
NGUYEN

GARCIA

Comment: This information should be taken from an official document (birth certificate, etc.).

Verification: If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

A-9. FIRST_NAME Student's first name.

Definition: Student's first name as recorded in the IEP.

Purpose: To identify each student uniquely and to ensure unduplicated count of Children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.

Format: CCCCCCCCCCCCCCCC (15-byte character code)

Example: JOHN
MONIKA
MARGARITA

Comment: This information should be taken from an official document (birth certificate, etc.).

Verification: If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

A-10. STUDENT_ID Student Identification code.

Definition: A unique identification code assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters or a combination of numbers and letters. Student's social security number may be used. The identification code may include trailing or preceding blanks but no special characters.

Purpose: To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.

Format: CCCCCCCCCCCCCCCC (16-byte character code)

Example: 123456789ABCDEFG
ABCDEF
RWS670821

Comment: No two records shall have the same student identification code within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA.

Note: The SELPA/SOP **shall** use the same student identification code for a particular student in all reporting cycles and from year to year.

Verification: If this field is left blank, it will result in an error.

If the *STUDENT_ID* is the same for another record within a SELPA, it will result in an error.

A-11	CSIS_ID	California School Information Services (CSIS) Code
	Definition	Unique Student Identifier set by districts participating in the CSIS system.
	Purpose	To coordinate Special Education data with General Education data statewide.
	Format	CCCCCCCCCC (10-digit character)
	Example	None
	Comments	This entry must only be the assigned CSIS student number.
	Verification:	None
A-12.	SSN	Student's Social Security Number.
	Definition:	Student's social security number assigned by the Social Security Administration.
	Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.

Format: CCCCCCCCC (9-digit character code)

Example: 123456789
345678912
987654321

Comment: No two records shall have the same social security number. If the social security number is not available for a student, you may leave this field blank, but **do not** make up any fictitious number in this field.

Verification: If this field has any non-numeric entry, it will result in an error. If the social security number is the same for another record, it will result in an error.

A-13. BIRTHDATE Student's date of birth.

Definition: The actual, official or recorded date of birth of the student.

Purpose: To calculate age of the student at any date, to comply with the requirements of the state and federal laws.

Format: MM/DD/CCYY (8-byte date field)

Example: 05/11/1985
08/16/1989
12/27/1996

Comment: Age of a student is calculated as of the reporting date (Field #A-1, *REPT_DATE*) for the December report. For the End-of-Year report, age is calculated as of the exit date (Field #A-47, *EXIT_DATE*) or as of *REPT_DATE*, if the student is still in the program.

Verification: If this field is left blank, it will result in an error.

For the December student data report, this date is verified against the reporting date (Field #A-1, *REPT_DATE*). If the birthdate is after the reporting date or if the student is over age 22, it will result in an error.

For the End-of-Year Report, this date is verified against the exit date (Field #A-47, *EXIT_DATE*). If the birthdate is after the exit date or if the student is over age 23, it will result in an error.

A-14.	GENDER	Student's gender identification.
	Definition:	Gender identification of student.
	Purpose:	To determine and research educational characteristics of special education students by gender.
	Format:	C (1-byte character code)
	Example:	M Male F Female
	Comment:	None.
	Verification:	The entry in this field must be "M" or "F". Otherwise, it will result in an error.
A-15.	ETHNICITY1	Student's primary ethnic identification or background.
	Definition:	Ethnic background of the student receiving special education and related services. The category should identify the most appropriate ethnic background of the pupil. This information must be determined and provided by the LEA to the Department. Refer to the student enrollment data in the site/district MIS system. If this information is not in the site/district MIS system, the LEA is responsible for providing this information. See codes of ethnic categories under this field in <i>Chapter II</i> . See <i>Appendix G</i> for definition of each ethnic category.
	Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with the state law and the requirements under <i>Larry P.</i> and <i>Diana</i> court rulings.
	Format:	CCC (3-digit character code)
	Example:	201 Chinese 500 Hispanic 600 African-American
	Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. Each student must be identified in one of the listed ethnic categories.
	Verification:	The entry in this field must be one of the ethnic codes under

this field (see *Chapter II*). Otherwise, it will result in an error.

A-16.	ETHNICITY2	Student's second ethnic identification or background (if any)
	Definition:	Additional ethnicity or background of the student receiving special education and related services.
	Purpose:	To comply with the federal requirements- to select more than one Ethnic identification (if any).
	Format:	CCC (3-digit character code)
	Example:	Same as #A-15
	Comment:	Same as #A-15
	Verification:	Any entry in this field must be a valid ethnicity code; otherwise it will result in an error.
A-17.	ETHNICITY3	Student's third ethnic identification (if any)
	Definition:	Same as Field #A-15
	Purpose:	Same as #A-15
	Format:	CCC (3-digit character code)
	Example:	Same as #A-15
	Comment:	Same as Field #A-15
	Verification:	Same as #A-15
A-18.	ETHNICITY4	Student's fourth ethnic identification (if any)
	Definition:	Same as #A-15
	Purpose:	Same as #A-15
	Format:	CCC (3-digit character code)
	Example:	Same as Field #A-15
	Comment:	Same as Field #A-16

	Verification:	Same as Field #A-16
A-19.	ETHNICITY5	Student's fifth ethnic identification (if any)
	Definition:	Same as Field #A-16
	Purpose:	Same as Field #A-16
	Format:	CCC (3-digit character code)
	Example:	Same as Field #A-16
	Comment:	Same as Field #A-16
	Verification:	Same as Field #A-16
A-20.	ETHNICITY6	Student's sixth ethnic identification (if any)
	Definition:	Same as Field #A-16
	Purpose:	Same as Field #A-16
	Format:	CCC (3-digit character code)
	Example:	Same as Field #A-16
	Comment:	Same as Field #A-16
	Verification:	Same as Field #A-16
A-21.	EL	English Learner
	Definition:	Whether or not the student is an English learner, this definition includes non-English proficient students as well. This refers to a student whose primary or home language is not English and who does not have the clearly-developed English language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular educational program. The determination of which pupils are EL shall be made in accordance with the procedures specified in <i>Education Code Section 62002</i> .
	Purpose:	To identify programmatic needs of the special education students with limited English background, to comply with the <i>Larry P.</i> and <i>Diana</i> court rulings.

	Format:	C	(1-byte character code)
	Example:	Y	English Learner
		N	Not English Learner
	Comment:	This field must have an entry.	
	Verification:	If the entry in this field is not one of the codes under this field, it will result in error.	
A-22.	HOME_LANG	Student's home language or birth language	
	Definition:	This should be based on the parent response to the Home Language Survey (HLS). This may be the student's home language or first learned language. If items 1-3 on the HLS are answered with an entry other than English, enter that code in this field. See <i>Appendix E</i> for the list of language codes.	
	Purpose:	To identify the programmatic needs of special education students with different language background.	
	Format:	CC	(2-digit character code)
	Example:	01	Spanish
		08	Japanese
		18	German
	Comment:	Use the two-digit language code from <i>Appendix E</i> .	
	Verification:	The entry in this field must be one of the language codes in <i>Appendix E</i> . Otherwise; it will result in an error.	
A-23.	PLAN_TYPE	Type of education plan for special education services.	
	Definition:	To determine if student is receiving special education services according to an Individualized Education Plan (IEP), Individual Family Service Plan (IFSP), or an Individual Service Plan (ISP).	
	Purpose:	To identify students with disabilities who receive special education services under various plans.	
	Format:	C	(1-byte character code)

	Example:	1 Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) 2 Individual Service Plan (ISP)
	Comment:	None.
	Verification:	Entry must be valid code for education plan or error will result.
A-24.	REFR_DATE	Date of referral to assess and determine eligibility for special education services (for ages 0-2 only)
	Definition:	It is the date of referral for assessment and to determine eligibility for special education services for an infant (age 0-2)
	Purpose:	To comply with the requirements of the federal law.
	Format:	See the format for Field #A-13, <i>BIRTHDATE</i>
	Example:	See the examples for Field #A-13, <i>BIRTHDATE</i>
	Comment:	None.
	Verification:	If this field is left blank for an infant (age 0-2), it will result in an error. If the entry date is before birthdate (Field #A-13 <i>BIRTHDATE</i>) or after the report date (Field #A-1 <i>REPT_DATE</i>), it will result in an error.
A-25.	MIGRANT	Eligible for or is participating in the Migrant Program (PL 97-35).
	Definition:	Whether or not the student is eligible for participation or is participating in the migrant program. A student is eligible for migrant programs (<i>Public Law 97-35</i>) if the student is required to attend more than one district because the student's parents(s) move across the district or state lines to secure a livelihood in agriculture, fishing or any other occupation.
	Purpose:	To identify the number of migrant program students who require special education services, and seek additional funding and services for them.
	Format:	C (1-byte character code)

Example: Y Participating in migrant program
N Not participating in migrant program

Comment: This field must have an entry.

Verification: If the entry in this field is not one of the codes under this field, it will result in error.

A-26. RESID_STAT Student's residential status.

Definition: This is the student's living or home status. The student must be identified using one of the residential status categories. See codes of residential status under this field in *Chapter II, Database Structure*. See *Appendix G* for the definition of each residential status category.

Purpose: To identify students with different residential background; to identify students in licensed children's institutions (LCIs) and foster family homes (FFH) for funding purposes; and to identify students with other residential situations which have funding implications.

Format: CC (2-digit character code)

Example: 10 Parent or Legal Guardian
30 Foster Family Home
60 Incarcerated Institution

Comment: Make sure that the student is correctly identified under appropriate residential category. An incorrect code could result in loss of or reduced funding.

Note: Code "71" (state hospital) and code "72" (developmental Center) are for students reported by the California Department of Developmental Services only.

Verification: The entry in this field **must** be one of the residential status codes (see *Chapter II*). Otherwise, it will result in an error.

A-27. ENTRY_DATE Date student **first** entered special education.

Definition: Based on information available from school records or parent statement, it is the date when the student first entered special education. It is also defined as the date when the student **first** received special education services, including infant services provided through an IFSP if applicable.

If the student had entered the program, left, and then came back several times, the date of the **first entry** to special education shall be recorded in this field.

Purpose: To learn how long a student stays in special education programs, to research and explore if the length of stay in special education is associated with other demographic and program variables.

Format: See format for Field #A-13, *BIRTHDATE*

Example: See examples for Field #A-13, *BIRTHDATE*

Comment: If this date is not known or available, please use the best approximate date.

IMPORTANT! Once this date is identified, it **must** be treated as a constant (such as birthdate). Even if the student moves from one SELPA or district to another, or moves between special and regular education programs, the date **must** remain the same.

Verification: If this field is left blank, it will result in an error.

If the entry date is before birthdate (Field #A-13 *BIRTHDATE*) or after the report date (Field #A-1 *REPT_DATE*), it will result in error.

A-28. **LAST_IEP** Date of student's last IEP meeting.

Definition: It is the date when the last IEP (or IFSP, if the student is under three or Individual Services Plan, if the student is placed in a private school by a parent) meeting was held for the student. It can be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/Individual Services Plan document resulting from this meeting. In absence of an IEP date, this date may also be the last placement date.

Purpose: To determine the length of time the student has been in the current program, to research and analyze historical profiles of students with common characteristics using past years' data.

Format: See the format for Field #A-13, *BIRTHDATE*.

Example: See the examples for Field #A-13, *BIRTHDATE*.

Comment: The entry in this field **must** be a past date.

Verification: If this field is left blank, it will result in an error.

If the last IEP date is before birthdate (Field #A-13, *BIRTHDATE*), it will result in an error.

For the End-of-Year report, if the *LAST_IEP* date is after the reporting date, it will result in an error.

For the End-of-Year report, if the *LAST_IEP* date is after *EXIT_DATE* and if *EXIT_RESON* code is 71, 72, 73, 77, 80 or 81, it will result in an error.

If the entry in this field is more than one year before the *REPT_DATE*, it will result in a warning.

A-29. LAST_EVAL Date of the latest determination of initial or continued eligibility for special education.

Definition: For determination of initial eligibility in special education, the date in this field shall be the date of the determination of eligibility, which in most or all cases will be the initial IEP/IFSP team meeting date.

For determination of continued eligibility in special education, the date in this field shall be the date of such determination of continued eligibility, which in most or all cases will be an IEP team meeting date. This determination, also known as a triennial review, shall be made at least once every three years and more frequently if warranted or if requested by the student's parents or teacher.

Notwithstanding certain procedural requirements, the members of the IEP team may determine continued eligibility without a meeting. In such cases, the date in this field shall be the date when the members of the IEP team reached agreement on continued eligibility. The members of the IEP team are not required to hold a meeting to determine continued eligibility if all of the following are true:

- The members of the IEP team have previously agreed that determination of continued eligibility is to be based upon a summary of existing data,
- No new assessment has been conducted,

- The determination of continued eligibility is not expected to result in any changes to the student's existing IEP, and
- The student's parents have not requested an IEP team meeting for the purpose of determining continued eligibility.

Purpose: To monitor three-year re-evaluation of students with disabilities as per the federal requirements under IDEA.

Format: See format under Field #A-13, *BIRTHDATE*.

Example: See examples under Field #A-13, *BIRTHDATE*.

Comment: The entry in this field **must** be a past date.

Verification: If the field is left blank, it will result in an error.

If the date of last evaluation is before birthdate (Field #A-13, *BIRTHDATE*), it will result in an error.

For the End-of-Year report, if the last evaluation date is after the reporting date, it will result in an error.

If the entry in this field is more than three years prior to the *REPT_DATE*, it will result in a warning.

A-30. **DISABILITY** Primary disability category of student.

Definition: It is the main disability of the student contributing to his/her eligibility for special education and related services. See codes of disability categories under this field in *Chapter II, Database Structure*. See *Appendix G* for definitions of these categories. If a student has more than one type of disability, the student shall be reported under Multiple Disabilities (see comment below for exception).

Purpose: To identify and report special education students under appropriate disability category according to the federal and state laws; to comply with the federal laws and to receive federal funds; to collect data according to the state laws and to appropriate state funds for the local agencies; and to implement court orders on *Diana* and *Larry P*.

Format: CCC (3-digit character code)

	Example:	010 Mental Retardation (MR) 060 Emotional Disturbance (ED) 090 Specific Learning Disability (SLD)
	Comment:	If a student has multiple disabilities and if one of the disabilities is a low-incidence disability (<i>HH, DEAF, DB, OI, and VI</i>), the student may be identified using one of the low-incidence disabilities rather than under Multiple Disabilities.
	Verification:	The first two characters (digits in this case) must be according to the codes under this field (see <i>Chapter II</i>). Otherwise, it will result in an error.
A-31.	SOLE_LOW	If the student has a solely low incidence disability (for ages 0-2 only)
	Definition:	If an infant (ages 0-2) has a solely low-incidence disability (HH, DEAF, VI, OI, and DB).
	Purpose:	To comply with the requirements of Part C under IDEA.
	Format:	C (1-byte character code)
	Example:	Y The student has a soley low-incidence disability. N The student does not have soley low-incidence disability.
	Comment:	This field is for infants (ages 0-2 only). This field may have an entry ONLY if the field <i>DISABILITY</i> has one of the five low-incidence disability codes (020, 030, 050, 070 or 100). Otherwise, the field MUST be left blank.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in an error. If the entry in this field is "Y" or "N" and if the entry in the field <i>DISABILITY</i> is not one of the low-incidence disability codes (020, 030, 050, 070 or 100), it will result in an error.
A-32.	INFANT_SET	Program setting for infant service (for ages 0-2 only)
	Definition:	It is the program setting in which the infant, age group 0-2 only, is receiving or has received special education and related services according to the infant's IFSP.

Purpose: To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of infants over time.

Format: CC (2-digit character code)

Example:

21	Designated Instruction and Services (DIS)
22	Resource Specialist Program (RSP)
23	Special Day Class (SDC)

Comment: The entry in this field is for ages 0-2 only. It may be left blank if the student is older than 3 years as of the reporting date.

Verification: The entry in this field **must** be one of the valid codes under this field (see *Chapter II*).

A-33. PRESCH_SET Program setting for preschool services (for ages 3-5 only)

Definition: It is the program setting in which the student, age group 3-5 only, is receiving or has received special education and related services according to the student's IEP. This may include children five years of age and in kindergarten programs.

The student must be in one of the program settings listed under this field in *Chapter II, Database Structure*. See *Appendix G* for definitions of preschool program settings.

Purpose: To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of preschoolers over a period of time.

Format: CC (2-digit character code)

Example:

10	Early childhood setting
30	Home
60	Separate school

Comment: The entry in this field is for ages 3-5 only. It may be left blank

if the student is older than five years as of the reporting date.

For students who are six years of age or older, the field may contain the latest preschool program setting data when the student was still in the preschool program or just before the student turned six.

Verification: An entry in this field **must** be one of the valid codes under this field (see *Chapter II*) for students of age 3-5; otherwise it will result in an error.

A-34. OUT_REGCLS Percentage of time the student is outside general education class for special education instruction or services during the school day (for ages 6-22 or grade K or higher).

Definition: It is the amount of instructional time (expressed in percentage) a student spends outside the general education classroom or general education environment for special education services according to the student's IEP.

To calculate the percentage of time outside the general education classroom, divide the number of hours the student receives special education and related services outside the general education classroom by the total number of hours in the school day. Non-classroom activities such as cooperative work experiences are counted as "regular classroom" if non-disabled students also participate.

Purpose: To determine the extent the student is participating in the regular education environment; to determine if the programs are effective in promoting integration; to observe over a period of time if the student is moving toward a less restrictive environment; and to comply with the federal reporting requirements.

Format: NNN (3-digit character code)

Example: 000
045
100

Comment: Do not use the amount of time in transportation as general education time to calculate the percentage.

Verification: The entry in this field **must** be 000-100. Any other value will result in an error.

A-35.	GRADE	Student's grade level.
	Definition:	Student's grade level placement or equivalency. The student must be identified using one of the grades listed under this field in <i>Chapter II, Database Structure</i> .
	Purpose:	To determine the student's grade level; to identify preschool and kindergarten children for funding purposes; to research and examine the relationship between age and grade using various program criteria.
	Format:	CC (2-digit character code)
	Example:	01 First Grade 02 Second Grade 18 Kindergarten
	Comment:	If the grade of a student is not one of the categories listed under this field, use the one that most closely reflect the actual grade, or use the category, Ungraded.
	Verification:	The entry in this field must be one of the codes under <i>GRADE</i> (see <i>Chapter II</i>). Otherwise, it will result in an error. If the age of a student in a particular grade is less than two years of normal age for that grade, it will result in an error. If the age of a student in a particular grade is more than four years of normal age for that grade, it will result in an error.
A-36.	TRAN_SERV	A primary transition service program in which the student is participating or has participated during the school year.
	Definition:	For students 15 years and older (younger if appropriate), The primary transition service program in which the student is participating or has participated during the school year. If the student is or has participated in more than one transition service s program, use the primary transition service program.
	Purpose:	To comply with the requirements under IDEA.
	Format:	CC (2-byte character code)
	Example:	20 The student is participating in the WorkAbility program.

	Comment:	None.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in an error.
A-37.	TRAN_LANG	For students 15 years and older (younger if appropriate), transition services language shall be included in the IEP.
	Definition:	Language contained in student's IEP designed to prepare student for post school activities. This includes language pertaining to type of instruction, related services, community experience, and employment or adult living.
	Purpose:	To comply with Federal Regulations.
	Format:	C (1-byte character code)
	Example:	Y If transition language is included in student's IEP. N If transition language is NOT included in student's IEP.
	Comment:	None.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in error.
A-38.	MHS_ELIGIB	If the student is currently eligible for mental health services under Government Code 26.5
	Definition:	If student records, including the IEP, verify eligibility for mental health services under Government Code 26.
	Purpose:	To comply with Government Code 26.5 Federal Regulations.
	Format:	C (1-byte character code)
	Example:	Y If currently eligible. N If not currently eligible.
	Comment:	None.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in error.
A-39	MHS_LANG	If mental health language is included in the IEP under Government Code 26.5

	Definition:	If mental health services are documented on the IEP.
	Purpose:	To comply with Government Code 26.5 Federal Regulations.
	Format:	C (2-byte character code)
	Example:	Y If currently eligible as included in the IEP. N If not currently eligible as included in the IEP.
	Comment:	None.
	Verification:	If the entry in this field is not one of the codes under this field, it will result in error.
A-40.	SERVICE1	A primary special education service received by the student, if any (for ages 3-22 only)
	Definition:	The SERVICE1 or related service received by the student, regardless of which agency pays for the service. This may be a service provided by the SELPA as well as by any other agency such as, Mental Health or CCS. See SERVICE codes under this field in <i>Chapter II, Database Structure</i> .
	Purpose:	To identify and research the nature of Special Education or related Service the students are receiving.
	Format:	CC (2-digit character code)
	Example:	20 Regular class with accommodation 67 Specialized services for low incidence disabilities 90 Transportation
	Comment:	If a service received by the student is not in the list of codes, use a code that represents the service as close as possible.
	Verification:	The entry in this field must be one of the service codes (see <i>Chapter II</i>) or blank (0-2 years only); otherwise, it will result in an error.
A-41.	SERVICE2	A second special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A second special education or related service received by the student, regardless of which agency pays for the service. See definition of Field #A-38 for additional information.

	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .
	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-42.	SERVICE3	A third special education or related service received by the student, if any (for ages 3-22 only)
	Definition:	A third special education or related service received by the student, regardless of which agency pays for the service. See definition of Field #A-37 for additional information.
	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .
	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-43.	SERVICE4	A fourth special education or related service received by the student, if any (for ages 3-22 only)
	Definition:	A fourth special education or related service received by the student regardless of which agency pays for the service. See definition of Field #38 for additional information.
	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .
	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes

(see *Chapter II*) or blank; otherwise, it will result in an error.

A-44.	SERVICE5	A fifth special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A fifth special education or related service received by the student regardless of which agency pays for the service. See definition of Field #A-38 for additional information.
	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .
	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-45.	SERVICE6	A sixth special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A sixth special education or related service received by the student regardless of which agency pays for the service. See definition of Field #A-38 for additional information.
	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .
	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-46.	SERVICE7	A seventh special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	A seventh special education or related service received by the student regardless of which agency pays for the service. See definition of Field #A-38 for additional information.
	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .

	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-47	SERVICE8	An eighth special education or related service received by the student, if any (for ages 3-22 only).
	Definition:	An eighth SERVICE or related service received by the student regardless of which agency pays for the service. See definition of Field #A-38 for additional information.
	Purpose:	See the purpose for Field #A-40, <i>SERVICE1</i> .
	Format:	See the format for Field #A-40, <i>SERVICE1</i> .
	Example:	Use the list of codes in Field #A-40, <i>SERVICE1</i> .
	Comment:	See comments for Field #A-40, <i>SERVICE1</i> .
	Verification:	The entry in this field must be one of the SERVICE codes (see <i>Chapter II</i>) or blank; otherwise, it will result in an error.
A-48	PARTICIP	Student level of participation in the statewide assessment program (STAR) as indicated in the IEP.
	Definition:	Student's status of participation in the Statewide Testing and Reporting (STAR) program during the school year. This refers to the test designed by the State Board of Education pursuant to EC 60640(b).
	Purpose:	To comply with the requirements under IDEA.
	Format:	CC (2-digit character code).
	Example:	10 To participate– without accommodations/modifications 12 To participate – with modifications 30 To participate in CAPA
	Comment:	Students with severe or profound disabilities, who cannot participate in STAR even with accommodations, shall

participate in the statewide alternate assessment. Students who can participate in STAR, are not eligible for the statewide alternate assessment.

If the student did not participate in STAR and is not eligible for the statewide alternate assessment, this decision should be reflected in code "90".

Verification: The entry in this field **must** be one of the codes on the list; otherwise, it will result in an error.

A-49. EXIT_DATE Date student exited special education program or from SELPA.

Definition: It is the date the student left the special education program operated by the SELPA. It is also defined as the last date the student received special education services. It may also be the date when a student leaves the SELPA. It does **NOT** include graduating from eighth grade.

Note: This **must** be an actual date -- not a projected date.

Purpose: To identify and research how long a student stays in special education program; how long a student stays in a particular SELPA; and to comply with the federal reporting requirements.

Format: See the format for Field #A-13, *BIRTHDATE*.

Example: See the examples for Field #A-13, *BIRTHDATE*.

Comment: This field **must** be completed if a student is no longer receiving services or has left the SELPA. The field shall be left blank otherwise.

Note that when a student exits special education programs or the SELPA, the age of that student is calculated as of the exit date, although the exit reports are generated at the end of the school year.

Verification: For the December student data reports, this field **must** be blank or contain an actual date, rather than a projected date. Otherwise, it will result in an error.

If the entry in this field is not blank and before the entry date (Field #A-27, *ENTRY_DATE*), it will result in an error.

A-50.	EXIT_RESON	Reason for exiting special education program from SELPA.
	Definition:	It is the reason for leaving or exiting the special education program from the SELPA. It is also the reason for a student leaving the SELPA. See the list of reasons under this field in <i>Chapter II, Database Structure</i> . See <i>Appendix G</i> for the definition of each exit reason.
	Purpose:	To identify and research the reasons for leaving special education programs, to comply with the federal reporting requirements.
	Format:	CC (2-digit character code).
	Example:	<p>70 Returned to regular education or no longer eligible for special education or successful completion of IFSP</p> <p>71 Graduated from high school with diploma</p> <p>81 Received high school proficiency certificate through general educational development (GED) test</p>
	Comment:	This field must be completed if Field #A-46 (<i>EXIT_DATE</i>) is completed. Make sure that the code reflects the most appropriate reason for exiting special education.
	Verification:	<p>This field is verified only for the End-of-Year Reports. The entry in this field must be one of the codes for exit reasons (see <i>Chapter II</i>). Otherwise, it will result in an error.</p> <p>If the entry in this field is "71" or "72" or "81" and the age (calculated as of the exit date) is less than 16, it will result in an error.</p> <p>If the entry in this field is "73" and the age (calculated as of the exit date) is less than 21, it will result in an error.</p>
B-1.	REPT_DATE	Same format as Field #A-1 in Table A: CASEMIS Student Data Table
B-2.	SELPA_CODE	Same format as Field #A-2 in Table A: CASEMIS Student Data Table
B-3.	STUDENT_ID	Same format as Field #A-10 in Table A: CASEMIS Student Data Table
B-4.	CSIS_ID	Same format as Field #A-11 in Table A: CASEMIS Student

Data Table

B-5.	SERVICE	An early intervention service or related service received by an infant (ages 0-2), if any.
	Definition:	An early intervention service or related service received by an infant, regardless of which agency pays for the service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	30 Family training, counseling, and home visits 35 Special education aide in regular development class child care center or family child care home 50 Language and speech
	Comment:	None
	Verification:	The entry in this field MUST be one of the codes for infant services; otherwise, error will result.
B-6.	AGENCY	Agency that provides the infant/related service
	Definition:	It is the agency that provides the early intervention service or related service to the infant (ages 0-2) service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	10 District of service/enrollment 20 Regional center 50 Other public program
	Comment:	None.
	Verification:	The entry in this field MUST be one of the codes on the list; otherwise, it will result in an error. If this field is left blank, it will result in an error.
B-7	LOCATION	Location where the student receives the service.
	Definition:	It is the location where the infant receives the early intervention service or related service.

	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CCC (3-digit character code)
	Example:	210 Program designed for children with developmental delay or disabilities 420 Residential facility 520 Service provider's location
	Comment:	None.
	Verification:	The entry in this field MUST be one of the codes on the list; otherwise, it will result in an error.
B-8.	FREQUENCY	Frequency of receiving the infant/ related service.
	Definition:	It is the frequency of receiving the early intervention service or related service; to determine how often the infant receives the service.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	11 Daily, once a day 22 Weekly, three times a week 41 Yearly, five or more times a year
	Comment:	None.
	Verification:	The entry in this field MUST be one of the codes on the list; otherwise, it will result in an error.
B-9	DURATION	Number of minutes per session
	Definition:	The amount of time the infant spent in each session, expressed in minutes.
	Purpose:	To comply with the requirements under IDEA.
	Format:	CCCC (4-digit character code).
	Example:	30 120 480

	Comment:	None.
	Verification:	If this field is left blank, it will result in an error. If the value of the entry in this field is less than 10, it will result in an Error.
C-1	REPT_DATE	Same format as Field #A-1 in Table A: CASEMIS Student Data Table
C-2	SELPA_CODE	Same format as Field #A-2 in Table A: CASEMIS Student Data Table
C-3	STUDENT_ID	Same format as Field #A-10 in Table A: CASEMIS Student Data Table
C-4	CSIS_ID	Same format as Field #A-11 in Table A: CASEMIS Student Data Table
C-5	DSPL_DATE	Date of the disciplinary action
	Definition:	It is the date when the student was suspended or expelled.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	See the format for Field #A-13, <i>BIRTHDATE</i> .
	Example:	See the examples for Field #A-13, <i>BIRTHDATE</i> .
	Comment:	None.
	Verification:	The field will be verified for a valid date; otherwise, it will result in an error.
C-6	DSPL_TYPE	Type of the disciplinary action
	Definition:	It is to determine whether the disciplinary action is a suspension or expulsion.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	C (1-digit character code).

	Example:	S Suspension; if suspended E Expulsion; if expelled or transferred to another program
	Comment:	None.
	Verification:	The field will be verified for a valid code on the list; otherwise, it will result in an error.
C-7	DSPL_BY	The authority that made the decision on disciplinary action.
	Definition:	The authority that made the decision on disciplinary action.
	Purpose:	To comply with federal regulations.
	Format:	CC (2-digit character code).
	Example:	10 School or district personnel 20 Court order 30 Hearing Officer – for any other reasons
	Comment:	None.
	Verification:	The field will be verified for a valid date; otherwise, it will result in an error.
C-8	DSPL_DAYS	Number of days the disciplinary action is effective
	Definition:	It is the number of days for which the student is suspended or expelled from school as a result of the disciplinary action. The value of the entry in this field must be a number from 1 to 365 days.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CCC (3-digit character code)
	Example:	005 014 110
	Comment:	Do not include in-school suspension. If the suspension is for less than a full day, enter one day. The entry in this field must be integers and right justified; including leading zeros.

	Verification:	The field will be verified for a valid entry; otherwise, it will result in an error.
C-9	REASON1	Primary reason for the disciplinary action
	Definition:	It is the primary reason for which the student is suspended or expelled from school.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	<p>10 Possessing, selling or furnishing a firearm (EC 48915(c)(1))</p> <p>30 Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(1))</p> <p>52 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4)</p>
	Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
	Verification:	The field will be verified for a valid entry; otherwise, it will result in an error.
C-10	REASON2	A second reason for the disciplinary action (if any)
	Definition:	If there is a second reason for which the student is suspended or expelled from school; otherwise leave blank.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	Use appropriate reason code.
	Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
	Verification:	An entry in this field must contain a valid code, otherwise it will result in an error.
C-11	REASON3	A third reason for the disciplinary action (if any)

	Definition:	If there is a third reason for which the student is suspended or expelled from school; otherwise leave blank.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	Use appropriate reason code.
	Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
	Verification:	An entry in this field must contain a valid code, otherwise it will result in an error
C-12	DSPL_STAT	Status of the student as a result of the disciplinary action.
	Definition:	Status of the student as a result of the disciplinary action.
	Purpose:	To comply with the reporting requirements under IDEA.
	Format:	CC (2-digit character code)
	Example:	20 Sent home, without instructional support 40 Juvenile court school 50 Graduated
	Comment:	None.
	Verification:	The entry in this field must be one of the codes on the list otherwise; it will result in an error.

Chapter IV

CASEMIS SOFTWARE

The CASEMIS software has been developed by the California Department of Education, Special Education Division, for assisting the SELPAs and the SOPs to submit student level data to the state. The software runs in the WINDOWS operating environment.

The software is revised at least once a year, coordinated with the revisions in the student level database structure and the changes in the federal and state data reporting requirements. If necessary, the software is also updated during the year. The software fulfills the two major data reporting requirements: (1) the December student data report and (2) the End-of-Year student data report. Any revision or upgrade of the software is made available to the SELPAs and SOPs about one month before the reporting date.

VERSIONS OF THE CASEMIS SOFTWARE

A new version of the CASEMIS software is released at the beginning of each school year (usually in the Fall) to support all changes in the state and federal reporting requirements for that year, plus any new features that are added to the system over the past year. A specific version of the software is identified by the school year, followed by the release number. For example, the initial release of CASEMIS software for the 2003-04 school year is: CASEMIS Version Dec03a.

If the software is updated after the initial release or if a newer version is released during the mid-year, it is identified by the school year and the next release number. For example, any subsequent release of the software during the 2005-06 school year will be identified as: Version Dec05a or Jun 06a, Version Dec05b or Jun06b, etc. The software is available on the department's website in the following location:

<http://www.cde.ca.gov/sp/se/>

The web site provides the ability to download the software to your personal computer so you can use the application to comply with the reporting requirements. The site also provides instructions for installing the software in the hard drive of your PC. The installation process will guide you through the necessary steps and cautions and will provide you with feedback if the installation is successful.

SYSTEM FEATURES

The major features of the CASEMIS software are: (1) to extract student level data for various reporting cycles; (2) to verify data files; (3) to generate reports from various data tables; and (4) to generate the data certification page.

The **file extraction** component of the system creates a subfile of student level data by copying student records from a master data file maintained by the LEA or SOP. This option requires that your master data file have the same data fields and codes as in the 2005-06 state database structure. The file is generated using the appropriate criteria for various reporting requirements (see *Chapter V*).

The **file verification** routine checks the data fields in the student level data file for any logical inconsistency and produces a list of errors and warnings (if any). The **errors must be corrected** and the **warnings must be verified** prior to submitting data to the department.

The **report generation** component prepares various reports for the SELPA and for each district or site within the SELPA, according to the format specified by the California Department of Education. The system also generates for the SELPA and the districts, a number of summary reports that are helpful to the SELPAs.

The user can generate a file **certification** report using the existing information on the student data file in the computer.

Once the data files are verified and determined to be error-free, the user may send the file to the Department of Education via the CASEMIS secured website submission process. This feature is included as part of the CASEMIS system.

In addition to these features, the system offers a set of **Tools** that are helpful for working with the student level data file. The utilities contain the latest information on the SELPA and district configuration, file manipulation options, and several other useful features.

CASEMIS STEPS

After you open the CASEMIS software, you will see the opening screen of the application with the logo of the California Department of Education. Follow the steps below to use the various features of the software.

Step 1: If your files are in text (txt) or comma delimited (csv) format, you may extract them into database format (dbf) from the extraction screen dialog box. You will browse and select your file on the left side of the dialog box (txt or csv) and then select what you want to name it on the right side. Warning: **DO NOT TRY TO VERIFY A .CSV OR .TXT FILE!!!** This will produce many errors and cause your computer to appear to 'lock up'.

It is important to remember that when using a .TXT file, that the date format in that file **MUST BE CCYY/MM/DD** (i.e. 20050630). This is referred to as a year 2000 format and is required for text file format **ONLY**. This is the same format for **ALL** date fields within this file. This file is **SPACE DELIMITED**. This means that all fields are aligned in columns with spaces in between fields **ONLY** if that column of information is not supplied (i.e. Selpa_From). If your .TXT file is using quotes, comma's, tabs or any other character for a separator, you will get a tremendous amount of errors when you extract to a DBF format.

It is also important to remember that when using a .CSV file, that the date format in that file **MUST BE MM/DD/CCYY** (i.e. 06302002). Note that this format is directly the opposite of the .TXT format. Further, the first record in this type of file is considered a 'header' and is deleted by CASEMIS when you perform the extraction routine. Failure to include a 'dummy' or 'header' record as your first entry will result in your student file having a count of one less than what you are entitled to report.

Step 2: You are ready to verify your files but you must have both your Student data Table and Infant Services Data Table (if your SELPA has infants) ready because you cannot verify a Student Data Table that has infants by itself as you will generate errors. The same argument follows for the Student Data Table and Discipline Data Table. Also, the student ID numbers and SELPA code must match if a student has a record in your Student Data Table and in Infant Services Data Table, or in Student Data Table and Discipline Data Table. Once you have all data tables ready, then you can continue on to the next step.

Step 3: You will see icons labeled Extract, Verify, Edit, and Reports. When you pass the mouse over these symbols, a help box shows up explaining what each symbol means. You will click on the one for Verify (paper and magnifying glass).

Step 4: Once the box has opened for the *Verification* process, make sure the correct reporting cycle is selected. For December reporting cycle, if you have an infant file, please make sure to check both boxes; one for Student Data Table and one for the Infant Services Data Table. If you have only the Student Data Table, be sure that the correct box is checked. For End-of-Year reporting cycle, be sure to check all boxes that apply. You must verify your Discipline Data Table at the same time you verify all other data tables. Once you have the boxes you need checked, go to the next section, called tables to verify, and click on the “browse...” button. Go to where your file is located and select your file. If you have an infant table, repeat the process for your infant table. Once your file(s) are listed in the *Tables to Verify* section, click on the *Verify* button on the bottom of the Verify Tables box. CASEMIS will then run through the process of checking for errors, warnings, and duplicates. When verification process is completed, a box is displayed showing how many errors, warnings, and duplicates you have. If you have any errors, warnings, or duplicates, place a check in the box that you wish to view, or print, and then click on the preview button to display or on the printer button to print. All errors must be corrected before CASEMIS will allow you to print a certification page. You can edit your data in CASEMIS to correct any errors, however you should correct the errors in your ‘parent’ system (the system you use to collect your data throughout the year), and repeat the extract/verify process.

To edit a file that doesn’t use a type of “controlled filtering”, use the feature from the “Alpha Menu” (the words File, Data Entry, Tools, etc.). To open this particular editor, select the Tools option: Edit a File. This will allow you to browse for the type of file you want. You can select a file type (DBF, ASCII, CSV) before you browse, or select all files in the file of type selection in the Browse Window. Press escape to exit the window after completing edits. Edits are saved as entries are completed.

Note: If a record is marked for deletion, it will usually have a black rectangular box on the left side. If a record is marked for deletion, it does not mean that the record will be erased until you select Remove Deleted Records from the Table menu. You may still ‘recall’ deleted records until the remove option is selected.

Step 4b: Once your errors have been fixed, you need to re-verify your data tables again. You MUST verify all data tables; CASEMIS Student Data Table, Infant Services Data Table (if any), and Discipline Data Table (if any) together even if you only made changes to one data table. Once you receive the box that shows no errors and you have checked your warnings and any duplicates, you can print your certification page.

Step 5: When you have no errors, and you have checked each of the warnings and duplicates, you can print a certification page. Make sure the only box that has a check in it is your certification page and then click the printer at the bottom of the screen. PLEASE make sure that all “number of records” for your files EXACTLY match the number of records in your files. If all the numbers match, you are ready to email your CASEMIS files and get your certification page signed by the SELPA Director and fax to the Department of Education, Special Education Division.

Step 6: Submit student data using the secure website

Your certification page should be faxed to the Special Education Division the same day your files are sent so that the record numbers can be verified and you will be done with your reporting cycle. Your files are not complete without the certification page. Please fax your certification page to (916) 327-3730, attention CASEMIS. You will receive a response back from CASEMIS once the Department of Education, Special Education Division has been able to verify your files letting you know they were received and everything was fine or if there were any problems with your files. If you do not receive a response, do not assume your files were received.

Additional Features of CASEMIS Software

Special Education Personnel Data Report module

Chapter V

REPORTING REQUIREMENTS

Each LEA or state-operated program implementing the student level database shall submit to the California Department of Education a copy of their student data file in order to meet the two reporting requirements in 2005-06 school year: (1) the December 1, 2005 Report and (2) the 2005-06 End-of-Year Report. Details of these requirements are discussed in the following pages.

CRITERIA FOR INCLUDING STUDENT IN THE DATABASE

Each agency submitting student level data to the California Department of Education shall meet the following criteria for including a student in the data file.

1. The CASEMIS Student Data file shall contain one record per student; in order to ensure this, the student identification code shall be determined in such a way that no two students (or no two records) have the same identification code.
2. The Infant Services Data Table and the Suspension/Expulsion Data Table may have more than one record per student, as applicable.
3. All students in the data file **must** be receiving (or have received) special education and related services according to an individualized education program (IEP) or an individual family service plan (IFSP) and all applicable state and federal laws and regulations.
4. All data for a student in the student level data file shall be based on the student's IEP.
5. A student who is receiving (or has received) special education services in a state-operated program for the disabled, shall **not** be included in the student level data file submitted by an LEA (SELPA). These students shall be reported by the state-operated programs (SOP).
6. If a student is placed by a SELPA to another SELPA for providing special education services, the SELPA that provides the services to the student shall report the student; the SELPA that placed the student shall **not** report the student.

7. If more than one SELPA, county or district provides special education services to a pupil, the agency that provides the most intensive or majority of the services shall report the pupil.
8. A pupil placed in a nonpublic school or agency (NPS) shall be reported by the school district, county office or the SELPA that made the placement.
9. A disabled child who is receiving a related service may be reported **only** if that related service assists the child in benefiting from special education.
10. A disabled child receiving special education funded by the federal government may be reported **only** if additional local or state funds are available for nondisabled children of that age range.
11. Native American children on or near a reservation may be reported **only** if the SELPA provides special education services to these children.
12. Disabled children on military facilities may be reported **only** if the SELPA provides special education services to these children.
13. A child younger than three years with a disability whose services are funded through a contract or vendor agreement with a regional center of the Department of Developmental Services is not to be included in the reports.

The LEA and the state-operated program shall document the procedures for developing, maintaining, updating, and reporting the student level data file, and keep them at their office for on-site verification by the California Department of Education.

REQUIREMENTS FOR SPECIFIC REPORTS

Each SELPA and SOP shall submit a copy of the **verified** student level data file on-line containing data on all students who meet the following criteria for specific reporting requirements. SELPAs and SOPs shall follow all applicable laws, regulations, and the instructions for each report to determine eligibility for including a student in the data file.

DECEMBER REPORTS

For the December Reporting Cycle, the file shall contain data on each student who is receiving (or has received) special education and/or related services according to an IEP on December 1, 2005. This determination will be based on the entry in the data fields *ENTRY_DATE* and *EXIT_DATE* for each student record. The *ENTRY_DATE* must be on or before December 1, 2005. The *EXIT_DATE* shall be blank or may **not** be before December 1, 2005. A student may not be older than 22 years old as of December 1, 2005.

END-OF-YEAR REPORTS

For the 2005-06 End-of-Year Reporting Cycle, the file shall contain data on ***students who have received special education and/or related services for any period of time between July 1, 2005 and June 30, 2006.*** This means that the file shall include students who have entered and/or exited ***as well as those who have continued through the program during the reporting period.*** The determination of this criterion will be based on the data in the fields *ENTRY_DATE* and *EXIT_DATE*. All students shall be included in the file except those whose *EXIT_DATE* is before July 1, 2005 or *ENTRY_DATE* is after June 30, 2006.

Although the End-of-Year data file will contain records of students who are active as well as have exited, all exit reports are generated based on the exited students only.

Reporting Cycles and Data Tables

The SELPA shall submit the completed data tables for each reporting cycle according to the following schedule and specifications:

	<i>December</i>	<i>End-of-Year</i>
A. CASEMIS Student Data Table	Yes	Yes**

B. Infant Services Data Table	Yes	Yes**
C. Discipline Data Table	No	Yes**
Reporting Date/Period	December 1	7/1/2005 - 6/30/2006
Record Characteristics	As of 12/01/2005	Cumulative**

** The files are cumulative for the 2005-06 school year.

REPORTING DEADLINES

The deadlines for submitting student data files to the department are:

Reporting Cycle	Deadline
December 1, 2005 Cycle	January 13, 2006
2005-06 End-of-Year Cycle	August 12, 2006

Note that all dates are **receiving dates** by the Department of Education -- not mailing dates by the SELPAs and SOPs.

SENDING FILE TO STATE

We encourage you to send your student data file via internet by the reporting deadline. Send your file to the State using the secure website available using the CASEMIS software.

You **must** fax (916-327-3730) or mail the file certification page generated by the system, in order to make your file submission official.

If you are unable to send your file via internet, you may send your file on a diskette or CD-ROM. Make sure that the diskette has appropriate label to identify your SELPA or SOP and the reporting cycle. If your data file requires more than one diskette, identify each diskette in proper sequence.

REMOVING DUPLICATE STUDENTS FROM FILE

In order to eliminate reporting the same student by more than one SELPA, the department will verify the statewide student data file after the submission deadline (December report cycle only). The verification will be conducted by comparing selected demographic data fields (*LAST_NAME*, *FIRST_NAME*, *BIRTHDATE*, and *GENDER*, for example) for all students. Reports listing matching students will be sent to the SELPAs involved to examine their file for possible duplication and correction.

It is extremely important that **all SELPAs submit their file by the initial deadline** so the department can verify the file for possible duplicate students. An *unduplicated count is a mandate* under the Individuals with Disabilities Education Act (IDEA). If a single SELPA fails to submit its file by the deadline, the department's effort to eliminate duplicate students from the statewide file would be incomplete. In addition, it delays the other SELPAs, who met the time line, from declaring their file as final.

In order to streamline the process of unduplication, the department will follow the steps listed below:

- Step 1: Following the file submission deadline, the department will verify the statewide student level data file for possible duplicate report of students. This will be done even if the statewide file does not have data from all SELPAs (see step 5 below).
- Step 2: Reports showing possible duplicate students will be sent to the SELPAs involved.
- Step 3: SELPAs shall verify the reports showing possible duplicates against their data file or IEP or any other sources of data, as necessary. They will contact the department **within two weeks** or as directed in the cover letter to make the necessary corrections or submit a revised file.
- Step 4: After the two-week window period, all revised files or corrections that have been received from SELPAs in step 3 (and files received from SELPAs that failed to meet the initial deadline), the department will verify the statewide student data file once again to determine if any remaining pairs of duplicates fall within chance fluctuation.
- Step 5: If the verification in step 4 shows a duplicate student between a SELPA that had failed to submit a revision or meet the initial timeline and another SELPA that did meet all timelines, the department may exercise its authority to unduplicate the file **by removing that student from the SELPA that failed to submit a revision or failed to meet the initial timeline.**

The statewide student data file will then be finalized and a report showing the status and count for all SELPAs will be released. The reporting cycle will then be closed.

REVISION OF DATA

The LEAs may revise their student level data after initial submission to the department. This may be done within **two weeks** after the deadline of each report. Each revision **must** contain all items required for initial submission (see Report Checklist in Chapter V).

It is our policy to maintain only the latest version of the data for a particular reporting cycle; therefore, every time an LEA sends a revised data file, it will replace the previous version in our master file, and none of the earlier version(s) can be recovered.

The student data file for a particular report may **not** be revised after two weeks following the reporting deadline.

CERTIFICATION OF DATA

A properly signed **File Certification** page **must** accompany the data, new or revised, in order to comply with the reporting requirements. You **must** generate the file certification page from the CASEMIS system. The certification page **must** be signed by an authorized official of the SELPA or SOP before you send it to the Department of Education. You may fax the certification page to the Department of Education (916-327-3730).

Remember, your data file is not official unless it is certified by the SELPA/SOP director or an authorized official of the agency.

DEFAULTING ON FILE SUBMISSION

If a SELPA or SOP fails to submit data for a reporting cycle by the deadline or fails to meet all the requirements, the Department of Education may exercise one or more of the following options to complete the reporting cycle.

1. The department will notify the district or county superintendent(s) of the SELPA about the noncompliance;

2. The department will initiate a process to sanction the salary of the district superintendent(s) for non-compliance with the federal reporting requirements; and
3. The department may use the lesser of the past two years' data submitted by the SELPA/SOP for the corresponding reporting cycle, should that become necessary.

Note that any of the above actions may result in noncompliance as well as adverse fiscal effect to the SELPA.

REPORT CHECKLIST

Before you send to the Department of Education your data file, new or revised, please make sure that the transmittal package contains the following:

1. CASEMIS Student Data Table;
2. Infant Services Data Table, if any;
3. Discipline Data Table, if any (for the End-of-Year Cycle);
4. File Certification Page generated by CASEMIS completed and signed.

Your submission of data tables is not official without the Certification Page properly signed.

ADDRESS OF DELIVERY

All physical delivery of reporting materials (data diskettes, certification page, etc.) shall be made by the SELPAs (not by the districts) and SOPs to the Department of Education as follows:

Mailing Address:

California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814

Attn: Assessment, Evaluation, and Support Unit

If you would like to know whether the department has received your data files after you have mailed it or sent via the Internet, please watch our periodic update during the window period of each reporting cycle on the Internet. We will not be able to send any individual reply in response to your request. As soon as we receive your files, we will include your agency in the next update.

All questions regarding the student database shall be directed to the Special Education Division (see Chapter I for telephone number and address).

SELECTED SECTIONS OF THE STATE LAW

Education Code - Part 30

56601 (a) Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities pursuant to *Section 56602*. This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

(b) In order to assist the state in evaluating the effectiveness of special education programs, including transition and work experience programs, the superintendent is authorized to collect and utilize social security numbers of individuals with exceptional needs as pupil identification numbers beginning in the 1993-94 fiscal year and phased over a two-year period. In a situation where a social security number is not available, the superintendent shall assign another student identification number for purposes of evaluating special education programs and related services. The superintendent shall not disclose personally identifiable, individual pupil records to any person, institution, agency or organization except as authorized by *Section 1232g of Title 20 of the United States Code* and *Part 99 of Title 34 of the Code of Federal Regulations*.

56602 In accordance with a program evaluation plan adopted pursuant to *subdivision (e) of Section 56100*, the superintendent shall submit to the board, the Legislature, and the Governor, an annual evaluation of the special education programs implemented under this part. This evaluation shall do all of the following:

(a) Utilize existing information sources including fiscal records, enrollment data, and other descriptive data, and program reviews to gather ongoing information regarding implementation of programs authorized by this chapter.

(b) Utilize existing information to the maximum extent feasible to conduct special evaluation studies of issues of statewide concern. The studies may include, but need not be limited to, all of the following:

(1) Pupil performance. The State Department of Education shall assist special education local plan areas in the development of models of pupil performance in order to determine the success or failure of special education programs and services. As appropriate, special education pupils and parents of special education pupils shall be involved in the development of these models.

(2) Placement of pupils in least restrictive environments.

(3) Degree to which services identified in individualized education programs are provided.

(4) Parent, pupil, teacher, program specialist, resource specialist, and administrator attitudes toward services and processes provided.

(5) Program costs, including, but not limited to:

(A) Expenditures for instructional personnel services, support services, special transportation services, and regionalized services.

(B) Capital outlay costs at the district and school levels, and for special education local plan areas, county offices, state special schools, and nonpublic, nonsectarian schools.

(C) Funding sources at the district, special education local plan area, county office, state special school, nonpublic, nonsectarian school, and agency levels, including funding provided by state and local noneducational public agencies.

(c) Identify the numbers of individuals with exceptional needs, their racial and ethnic data, their classification by designated instructional services, resource specialist, special day class or center, nonpublic, nonsectarian schools, and agencies, including pupils referred to and placed in those programs by state and local noneducational public agencies, in accordance with criteria established by the board and consistent with federal reporting requirements.

(d) The State Department of Education shall, as part of the department's regular data collection process for special education programs, collect data on the types of agencies that provide designated instruction and services or related services that are contracted for by special education local plan areas or programs for the disabled operated by the state pursuant to *Public Law 89-313*, in order to determine the number of special education pupils who are enrolled in nonpublic, nonsectarian special education schools or who are receiving nonpublic, nonsectarian agency services.

Government Code

8310. Any state agency, board, or commission which directly or by contract collects
5. demographic data as to the ancestry or ethnic origin of Californians shall use separate collection categories and tabulations for each major Asian and Pacific Islander group, including, but not limited to, Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian.

- 19799** . When any state agency conducts any survey as to the ancestry or ethnic origin of state civil service employees, or maintains any statistical tabulation of minority group employees, it shall use separate collection categories for each major Asian and Pacific Islander group, including, but not limited to, Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian in the survey or tabulation.

Appendix B

SELECTED SECTIONS OF THE FEDERAL LAW

20 U.S.C. Chapter 33 (Individuals with Disabilities Education Act, Amendments of 1997)

Section 1401. SHORT TITLE; TABLE OF CONTENTS; FINDINGS; PURPOSES.

(d) PURPOSES-- The purposes of this title are--

- (1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
(B) to ensure that the rights of children with disabilities and parents of such children are protected; and
(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- (2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- (3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- (4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Section 1402. DEFINITIONS.

Except as otherwise provided, as used in this Act:

(3) CHILD WITH A DISABILITY--

- (A) IN GENERAL -- The term "child with a disability" means a child--
 - (i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
 - (ii) who, by reason thereof, needs special education and related services.

(B) CHILD AGED 3 THROUGH 9.-- The term "child with a disability" for a child aged 3 through 9 may, at the discretion of the State and the local educational agency, include a child--

- (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
- (ii) who, by reason thereof, needs special education and related services.

**Section 1411. AUTHORIZATION; ALLOTMENT; USE OF FUNDS;
AUTHORIZATIONS
OF APPROPRIATIONS.**

(d) ALLOCATION TO STATES--

(2) INTERIM FORMULA-- Except as provided in subsection (e), the Secretary shall allocate the amount described in paragraph (1) among the States in accordance with section 1411 (a) (3), (4), and (5) and (b) (1), (2), and (3) of this Act, as in effect prior to the enactment of the Individuals with Disabilities Education Act Amendments of 1997, except that the determination of the number of children with disabilities receiving special education and related services under such section 1411 (a) (3) may, at the State's discretion, be calculated as of the last Friday in October or as of December 1 of the fiscal year for which the funds are appropriated.

Section 1412. STATE ELIGIBILITY.

(a) IN GENERAL-- A State is eligible for assistance under this part for a fiscal year if the State demonstrates to the satisfaction of the Secretary that the State has in effect policies and procedures to ensure that it meets each of the following conditions:

(1) FREE APPROPRIATE PUBLIC EDUCATION--

(A) IN GENERAL-- A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

(B) LIMITATION-- The obligation to make a free appropriate public education available to all children with disabilities does not apply with respect to children:

- (i) aged 3 through 5 and 18 through 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the

provision of public education to children in those age ranges;
and

(ii) aged 18 through 21 to the extent the State law does not require that special education and related services under this part be provided to children with disabilities who, in the educational placement prior to their incarceration in an adult correctional facility:

(I) were not actually identified as being a child with a disability under section 1402(3) of this Act; or

(II) did not have an Individualized Education Program under this part.

(2) FULL EDUCATIONAL OPPORTUNITIES GOAL-- The State has established
a goal of providing full educational opportunity to all children with disabilities
and a
detailed timetable for accomplishing that goal.

(3) CHILD FIND--

(A) IN GENERAL-- All children with disabilities residing in the State, including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

(B) CONSTRUCTION-- Nothing in this Act requires that children be classified by their disability so long as each child who has a disability listed in section 1402 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under this part.

(16) PERFORMANCE GOALS AND INDICATORS-- The State--

(A) has established goals for the performance of children with disabilities in the State that--

(i) will promote the purposes of this Act, as stated in section 1401(d); and

(ii) are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State;

(B) has established performance indicators the State will use to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates;

(C) Every two years, report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under subparagraph (A); and

(D) based on its assessment of that progress, will revise its State improvement plan under subpart 1 of part D as may be needed to improve its performance, if the State receives assistance under that subpart.

(17) PARTICIPATION IN ASSESSMENTS--

(A) IN GENERAL-- Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency--

(i) develops guidelines for participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs, and

(ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

(B) REPORTS-- The State educational agency makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

(i) The number of children with disabilities participating in regular assessments.

(ii) The number of those children participating in alternate assessments.

(I) The performance of those children on regular

(II) Assessments (beginning not later than July 1, 1998) and on alternate assessments (not later than July 1, 2000), if doing so would be statistically sound and would not result in the of performance results identifiable to individual children.

(II) Data relating to the performance of children described under subclause (I) shall be disaggregated--

(aa) or assessments conducted after July 1, 1998; and

(bb) for assessments conducted before July 1, 1998, if the State is required to disaggregate such data prior to July 1, 1998.

(22) SUSPENSION AND EXPULSION RATES--

(A) IN GENERAL-- The State educational agency examines data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities--

(i) among local educational agencies in the State; or

(ii) compared to such rates for nondisabled children within such agencies.

(B) REVIEW AND REVISION OF POLICIES-- If such discrepancies are occurring, the State educational agency reviews and, if

appropriate, revises (or requires the affected State or local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of behavioral interventions, and procedural safeguards, to ensure that such policies, procedures, and practices comply with this Act.

Section 1413. LOCAL EDUCATION AGENCY ELIGIBILITY.

(a) IN GENERAL-- A local education agency is eligible for assistance under this part for a fiscal year if such agency demonstrates to the satisfaction of the State educational agency that it meets each of the following conditions:

(6) INFORMATION FOR STATE EDUCATIONAL AGENCY-- The local educational agency shall provide the State educational agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (16) and (17) of section 1412(a), information relating to the performance of children with disabilities participating in programs carried out under this part.

Section 1414. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS.

(a) EVALUATIONS AND REEVALUATIONS--

(1) INITIAL EVALUATIONS--

(A) educational agency shall conduct a full and individual initial evaluation, in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this part.

(2) REEVALUATIONS-- A local educational agency shall ensure that a reevaluation of each child with a disability is conducted--

(A) if conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every 3 years; and
(B) in accordance with subsections (b) and (c).

Section 1415. PROCEDURAL SAFEGUARDS.

(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING--

(1) AUTHORITY OF SCHOOL PERSONNEL--

(A) School personnel under this section may order a change in the placement of a child with a disability--

- (i) to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities); and
 - (ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if—
 - (I) the child carries a weapon to school or to a school function under the jurisdiction of a State or local educational agency; or
 - (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a State or local educational agency.
- (B) Either before or not later than 10 days after taking a disciplinary action described in subparagraph (A) –
- (i) if the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior; or
 - (ii) if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.

Section 1418. PROGRAM INFORMATION.

(a) IN GENERAL-- Each State that receives assistance under this part, and the Secretary of the Interior, shall provide data each year to the Secretary--

- (1) (A) on--
 - (i) the number of children with disabilities, by race, ethnicity, and disability category, who are receiving a free appropriate public education;
 - (ii) the number of children with disabilities, by race and ethnicity, who are receiving early intervention services;
 - (iii) the number of children with disabilities, by race, ethnicity, and disability category, who are participating in regular education;
 - (iv) the number of children with disabilities, by race, ethnicity, and disability category, who are in separate classes, separate schools or facilities, or public or private residential facilities;
 - (v) the number of children with disabilities, by race, ethnicity, and disability category, who, for each year of age from age 14

to 21, stopped receiving special education and related services because of program completion or other reasons and the reasons why those children stopped receiving special education and related services;

(vi) the number of children with disabilities, by race and ethnicity, who, from birth through age two, stopped receiving early intervention services because of program completion or for other reasons; and

(vii) (I) the number of children with disabilities, by race, ethnicity,

and disability category, who under subparagraphs

(A)(ii) and

(B) of section 1415(k)(1), are removed to an interim alternative

educational setting;

(II) the acts or items precipitating those removals; and

(III) the number of children with disabilities who are

subject to long-term suspensions or expulsions; and

(B) on the number of infants and toddlers, by race and ethnicity, who are at risk of having substantial developmental delays (as described in section 1432), and who are receiving early intervention services under part C; and

(2) on any other information that may be required by the Secretary.

(b) SAMPLING-- The secretary may permit States and the Secretary of the Interior to obtain the data described in subsection (a) through sampling.

(c) DISPROPORTIONALITY--

(1) IN GENERAL-- Each State that receives assistance under this part, and the Secretary of the Interior, shall provide for the collection and examination of data to determine if significant disproportionality based on race is occurring in the State with respect to--

(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 1402(3); and

(B) the placement in particular educational settings of such children.

(2) REVIEW AND REVISION OF POLICIES, PRACTICES, AND

PROCEDURES-- In the case of a determination of significant

disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, in accordance with paragraph (1), the State or the Secretary of the Interior, as the case may be, shall provide for the review and, if appropriate, revision of the policies, procedures, and practices used in such identification or placement to ensure that such policies, procedures, and practices comply with the requirements of this Act.

Section 1432. DEFINITIONS.

As used in this part:

(3) DEVELOPMENTAL DELAY-- The term 'developmental delay', when used with respect to an individual residing in a State, has the meaning given such term by the State under section 1435(a)(1).

Section 1435. REQUIREMENTS FOR STATEWIDE SYSTEM.

(a) IN GENERAL-- A statewide system described in section 1433 shall include, at a minimum, the following components:

(1) A definition of the term 'developmental delay' that will be used by the State in carrying out programs under this part.

34 CFR Part 300

Section 300.753. Annual report of children served -- criteria for counting children.

(a) The SEA may include in its report children with disabilities who are enrolled in a school

or program that is operated or supported by a public agency, and that --

(1) Provides them with both special education and related services that meet State standards; Provides them only with special education, if a related service is not required, that meets State standards; or

(2) In the case of children with disabilities enrolled by their parents in private schools, provides them with special education or related services under sections 300.452-300.462 that meet State standards.

(b) The SEA may not include children with disabilities in its report who are receiving special education funded solely by the Federal Government, including children served by the Department of Interior, the Department of Defense, or the Department of Education. However, the State may count children covered under section 300.184(c)(2).

Section 300.455. Services provided.

(a) *General.*

(b) *Services provided in accordance with a services plan.*

(1) Each private school child with a disability who has been designated to receive services under section 300.452 must have a services plan that describes the specific special education and related services that the LEA will provide to the child in light of the services that the LEA has

determined, through the process described in sections 300.453-300.454, it will make available to private school children with disabilities.

- (2) The services plan must, to the extent appropriate --
- (i) Meet the requirements of section 300.347, with respect to the services provided; and
 - (ii) Be developed, reviewed, and revised consistent with sections 300.342-300.346.

Section 300.342. When IEPs must be in effect.

Section 300.343. IEP meetings.

Section 300.344. IEP team.

Section 300.345. Parent participation.

Section 300.346. Development, review, and revision of IEP.

Section 300.347. Content of IEP.

Appendix C

LIST OF DATA FIELDS 2005-06

The following pages list all data fields in the three data tables in DBF file format. Each list identifies a data field by: (1) the field number, (2) field name, (3) field type, (4) width of the field, and (5) if the field has any decimal point (numeric fields only).

For detail information on these fields (such as: codes, definitions, format, etc.), see *Chapters II and III* in this manual.

Table A: CASEMIS Student Data Table

Field No.	Field Name	Type	Width	Dec
1	REPT_DATE	Date	8	
2	SELPA_CODE	Character	4	
3	SELPA_FROM	Character	4	
4	DIST_SERV	Character	7	
5	DIST_RESI	Character	7	
6	SCH_CODE	Character	7	
7	SCH_TYPE	Character	2	
8	LAST_NAME	Character	15	
9	FIRST_NAME	Character	15	
10	STUDENT_ID	Character	16	
11	CSIS_ID	Character	10	
12	SSN	Character	9	
13	BIRTHDATE	Date	8	
14	GENDER	Character	1	
15	ETHNICITY1	Character	3	
16	ETHNICITY2	Character	3	
17	ETHNICITY3	Character	3	
18	ETHNICITY4	Character	3	
19	ETHNICITY5	Character	3	
20	ETHNICITY6	Character	3	
21	EL	Character	1	
22	HOME_LANG	Character	2	
23	PLAN_TYPE	Character	1	
24	REFR_DATE	Date	8	
25	MIGRANT	Character	1	
26	RESID_STAT	Character	2	
27	ENTRY_DATE	Date	8	
28	LAST_IEP	Date	8	
29	LAST_EVAL	Date	8	
30	DISABILITY	Character	3	
31	SOLE_LOW	Character	1	
32	INFANT_SET	Character	2	
33	PRESCH_SET	Character	2	

34	OUT_REGCLS	Character	3
35	GRADE	Character	2
36	TRAN_SERV	Character	2
37	TRAN_LANG	Character	1
38	MHS_ELIG	Character	1
39	MHS_LANG	Character	1
40	SERVICE1	Character	2
41	SERVICE2	Character	2
42	SERVICE3	Character	2
43	SERVICE4	Character	2
44	SERVICE5	Character	2
45	SERVICE6	Character	2
46	SERVICE7	Character	2
47	SERVICE8	Character	2
48	PARTICIP	Character	2
49	EXIT_DATE	Date	8
50	EXIT_RESON	Character	2

Table B: Infant Services Data Table

1	REPT_DATE	Date	8
2	SELPA_CODE	Character	4
3	STUDENT_ID	Character	16
4	CSIS_ID	Character	10
5	SERVICE	Character	2
6	AGENCY	Character	2
7	LOCATION	Character	3
8	FREQUENCY	Character	2
9	DURATION	Character	4

Table C: Discipline Data Table

1	REPT_DATE	Date	8
2	SELPA_CODE	Character	4
3	STUDENT_ID	Character	16
4	CSIS_ID	Character	10
5	DSPL_DATE	Date	8
6	DSPL_TYPE	Character	1
7	DSPL_BY	Character	2
8	DSPL_DAYS	Character	3
9	REASON1	Character	2
10	REASON2	Character	2
11	REASON3	Character	2
12	DSPL_STAT	Character	2

Appendix D

SELPA CODE LIST: 2005-06

The following pages list the SELPA and SOP codes, the SELPA/SOP name, and the name of the administrative unit of the SELPA or SOP. The department has developed these codes in the same manner as the CDS (county-district-school) coding system. Note that a SELPA configuration may change from year to year, and it is important that you use the correct code to identify your SELPA or SOP.

Local Education Agencies

Code	Name of SELPA	Administrative Unit
0111	Mid-Alameda County SELPA	Castro Valley Unified
0112	North Region SELPA	Alameda City Unified
0113	Oakland Unified	Oakland Unified
0114	Tri-Valley SELPA	Livermore Unified
0115	Mission Valley SELPA	Fremont Unified
0300	Amador County SELPA	Amador County Schools
0400	Butte County SELPA	Butte County Schools
0500	Calaveras County SELPA	Calaveras County Schools
0600	Colusa County SELPA	Colusa County Schools
0701	Contra Costa SELPA	Acalanes Union High
0711	Mt. Diablo Unified	Mt. Diablo Unified
0712	West Contra Costa Unified	West Contra Costa Unified
0901	El Dorado County SELPA	El Dorado County Schools
0911	Tahoe-Alpine SELPA	Lake Tahoe Unified
1001	Fresno County SELPA	Fresno County Schools
1011	Fresno Unified	Fresno Unified
1012	Clovis Unified	Clovis Unified
1100	Glenn County SELPA	Glenn County Schools
1200	Humboldt-Del Norte SELPA	Humboldt County Schools
1300	Imperial County SELPA	Imperial County Schools
1400	Inyo County SELPA	Inyo County Schools
1501	Kern County SELPA	Kern County Schools
1511	Bakersfield City Elementary	Bakersfield City Elementary
1512	Kern Union High	Kern Union High
1513	Sierra Sands	Sierra Sands USD
1600	Kings County SELPA	Kings County Schools
1700	Lake County SELPA	Lake County Schools
1800	Lassen County SELPA	Lassen County Schools
1901	La County Court Schools	La County Court Schools
1902	Downey-Montebello SELPA	Los Angeles County Schools
1903	East San Gabriel Valley	Los Angeles County Schools
1904	Mid Cities SELPA	Los Angeles County Schools
1905	Puente Hills Service Area	Los Angeles County Schools
1906	Santa Clarita Valley SELPA	Los Angeles County Schools
1907	Southwest Service Area	Los Angeles County Schools
1908	West San Gabriel Valley SELPA	Los Angeles County Schools
1911	Antelope Valley SELPA	Los Angeles County Schools
1912	Foothill SELPA	Glendale Unified
1913	Long Beach Unified	Long Beach Unified
1914	Los Angeles Unified	Los Angeles Unified
1915	Norwalk-La Mirada/Abc SELPA	Norwalk-La Mirada Unified

1916	Pasadena Unified	Pasadena Unified
1917	Tri-Cities SELPA	Santa Monica-Malibu Unified
1918	Whittier Area SELPA	Whittier Union High
2000	Madera-Mariposa Counties SELPA	Madera County Schools
2100	Marin County SELPA	Marin County Schools
2300	Mendocino County SELPA	Mendocino County Schools
2400	Merced County SELPA	Merced County Schools
2500	Modoc County SELPA	Modoc County Schools
2600	Mono County SELPA	Mono County Schools
2700	Monterey County SELPA	Monterey County Schools
2800	Napa County SELPA	Napa County Schools
2900	Nevada County SELPA	Nevada County Schools
3001	North Orange County SELPA	Orange County Schools
3002	South Orange County SELPA	Orange County Schools
3011	Anaheim Elementary	Anaheim Elementary
3012	Garden Grove Unified	Garden Grove Unified
3013	Greater Anaheim SELPA	Anaheim Union High
3014	Irvine Unified	Irvine Unified
3015	Newport-Mesa Unified	Newport-Mesa Unified
3016	Northeast Orange County	Placentia Unified
3017	Orange Unified	Orange Unified
3018	Santa Ana Unified	Santa Ana Unified
3019	Tustin Unified	Tustin Unified
3020	West Orange County SELPA	Huntington Beach Union High
3021	Capistrano Unified SELPA	Capistrano Unified
3100	Placer-Nevada Counties SELPA	Placer County Schools
3200	Plumas Unified	Plumas Unified
3301	Riverside County SELPA	Riverside County Schools
3311	Corona-Norco Unified	Corona-Norco Unified
3312	Riverside Unified	Riverside Unified
3313	Moreno Valley Unified	Moreno Valley Unified
3401	Sacramento County SELPA	Sacramento County Schools
3411	Elk Grove Unified	Elk Grove Unified
3412	Sacramento City Unified	Sacramento City Unified
3413	San Juan Unified	San Juan Unified
3500	San Benito County SELPA	San Benito County Schools
3601	Desert Mountain SELPA	San Bernardino County Schools
3602	East Valley Consortium SELPA	San Bernardino County Schools
3603	West End SELPA	San Bernardino County Schools
3611	Morongo Unified	Morongo Unified
3612	San Bernardino City Unified	San Bernardino City Unified
3613	Fontana Unified	Fontana Unified
3701	East County SELPA	San Diego County Schools
3702	North Coastal SELPA	San Diego County Schools
3703	North Inland SELPA	San Diego County Schools
3704	South Bay Service Area	San Diego County Schools

California Department of Education
Special Education Division

3711	Poway Unified	Poway Unified
3712	San Diego City Unified	San Diego City Unified
3800	San Francisco Unified	San Francisco Unified
3901	San Joaquin County SELPA	San Joaquin County Schools
3911	Lodi Area SELPA	Lodi Unified
3912	Stockton City Unified	Stockton City Unified
4000	San Luis Obispo County	San Luis Obispo County Schools
4100	San Mateo County SELPA	San Mateo County Schools
4200	Santa Barbara County SELPA	Goleta Union Elementary
4301	Santa Clara Area 1 SELPA	Santa Clara County Schools
4302	Santa Clara Area 2 SELPA	Santa Clara County Schools
4303	Santa Clara Area 3 SELPA	Santa Clara County Schools
4304	Santa Clara Area 4 SELPA	Santa Clara County Schools
4307	Santa Clara Area 7 SELPA	Santa Clara County Schools
4311	South East Consortium SELPA	Santa Clara County Schools
4401	North Santa Cruz Co. SELPA	Santa Cruz County Schools
4411	Pajaro Valley Joint Unified	Pajaro Valley Joint Unified
4500	Shasta County SELPA	Shasta County Schools
4600	Sierra County SELPA	Sierra County Schools
4700	Siskiyou County SELPA	Siskiyou County Schools
4801	Solano County SELPA	Solano County Schools
4811	Vallejo City Unified	Vallejo City Unified
4900	Sonoma County SELPA	Sonoma County Schools
5001	Stanislaus County SELPA	Stanislaus County Schools
5011	Modesto City Schools	Modesto City High
5100	Sutter County SELPA	Sutter County Schools
5200	Tehama County SELPA	Tehama County Schools
5300	Trinity County SELPA	Trinity County Schools
5400	Tulare County SELPA	Tulare County Schools
5500	Tuolumne County SELPA	
5600	Ventura County SELPA	Ventura County Schools
5700	Yolo County SELPA	Yolo County Schools
5800	Yuba County SELPA	Yuba County Schools

State Operated Programs

7100	California State Special Schools	California State Special Schools
7200	California Youth Authority	California Youth Authority
7300	California Department Of Developmental Services	Ca. Dept. Dev. Services

Appendix E

LIST OF LANGUAGES AND CODES

The list of languages and corresponding codes used in the database structure are presented in the following pages. Two lists are provided for your convenience. They are: (1) in numeric order of codes with countries of origin and (2) in alphabetical order of languages.

LANGUAGES WITH COUNTRIES OF ORIGIN
(In Numeric Order of Codes)

<i>Languages and Codes</i>	<i>Countries of Origin</i>
00 English	England, United States
01 Spanish	Spain, Europe, Latin America
02 Vietnamese	Vietnam, Asia
03 Cantonese	China, Asia
04 Korean	Korea, Asia
05 Pilipino (Tagalog)	The Philippines, Asia
06 Portuguese	Portugal, Europe, Brazil
07 Mandarin (Putonghua)	China, Asia
08 Japanese	Japan, Asia
09 Khmer (Cambodian)	Kampuchea, Asia
10 Lao	Laos, Asia
11 Arabic	Saudi Arabia, Middle East, North Africa
12 Armenian	Russia, Europe
13 Burmese	Burma, Asia
14 Croatian	Yugoslavia, Europe
15 Dutch	Netherlands, Europe
16 Farsi (Persian)	Iran, Middle East
17 French	France, Europe
18 German	Germany, Europe
19 Greek	Greece, Europe
20 Chamorro (Guamanian)	Guam, Pacific Islands
21 Hebrew	Israel, Middle East
22 Hindi	India, Asia
23 Hmong	Thailand, Vietnam, Asia
24 Hungarian	Hungary, Europe
25 Ilocano	The Philippines, Asia
26 Indonesian	Indonesia, Asia
27 Italian	Italy, Europe
28 Punjabi	India, Pakistan, Asia
29 Russian	Russia, Europe
30 Samoan	Samoa, Pacific Islands
31 Serbian	Serbia, Europe
32 Thai	Thailand, Asia
33 Turkish	Turkey, Middle East
34 Tongan	Tonga, Pacific Islands
35 Urdu	Pakistan, India, Asia
36 Cebuano (Visayan)	The Philippines, Asia
37 Sign Language	United States
38 Ukrainian	USSR, Europe
39 Chaozhou (Chaochow)	Chinese Dialect, China

40	Pashto	Pakistan, Afganistan, Asia
41	Polish	Poland, Europe
42	Assyrian	Iraq, Middle East
43	Gujarati	India, Asia
44	Mien	China, Asia
45	Rumanian	Romania, Europe
46	Taiwanese	Taiwan, China, Asia
47	Lahu	China, Asia
48	Marshallese	Marshall Islands, Pacific Islands
49	Mixteco	Mexico, North America
50	Khmu	Laos, Asia
51	Kurdish	Iraq, Iran, Middle East
52	Serbo-Croatian	Serbia, Europe
53	Toishanese	Chinese Dialect (YUE), China
54	Chaldean	Iraq
56	Albanian	Albania, Serbia
57	Tigrinya	Not Available
99	Other-non-English Languages	Not Available

LANGUAGES IN ALPHABETICAL ORDER AND CODES

56	Albanian
11	Arabic
12	Armenian
42	Assyrian
13	Burmese
03	Cantonese
36	Cebuano (Visayan)
54	Chaldean
20	Chamorro (Guamanian)
39	Chaozhou (Chaochow)
14	Croatian
15	Dutch
00	English
16	Farsi (Persian)
17	French
18	German
19	Greek
43	Gujarati
21	Hebrew
22	Hindi
23	Hmong
24	Hungarian
25	Ilocano

26	Indonesian
27	Italian
09	Khmer (Cambodian)
08	Japanese
50	Khmu
04	Korean
51	Kurdish
47	Lahu
10	Lao
07	Mandarin (Putonghua)
48	Marshallese
44	Mien
49	Mixteco
99	Other non-English Languages
40	Pashto
05	Pilipino (Tagalog)
41	Polish
06	Portuguese
28	Punjabi
45	Rumanian
29	Russian
30	Samoan
31	Serbian
52	Serbo-Croatian
37	Sign Language
01	Spanish
46	Taiwanese
32	Thai
57	Tigrinya
53	Toishanese
34	Tongan
33	Turkish
38	Ukrainian
35	Urdu
02	Vietnamese

LIST OF ERRORS AND WARNINGS

CASEMIS software generates three types of errors and warnings while verifying student level data tables. These are: (1) file verification errors, (2) file verification warnings, and (3) warnings for possible duplicate records.

In the next pages these errors and warnings are listed in numerical order with explanations of the message and how to correct them. All **errors must be corrected** and the **warning messages must be verified** to make sure they are not errors.

FILE VERIFICATION ERRORS

Error	Error Message and Explanation
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D911	DUPLICATE STUDENT NAME, BIRTHDATE, GENDER
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The student has the same LAST_NAME, FIRST_NAME, BIRTHDATE, and GENDER as another student in the data table. Please verify all other information in the record for these students and make sure they are not the same student. If the records are about the same student, remove all but one record on the student from the table.

E-100	SELPA_CODE IS IN ERROR
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The entry in the field *SELPA_CODE* is not one of the codes listed in *Appendix D*, or the field is blank. Enter the correct four-digit code for your SELPA or SOP.

E-101	SELPA_FROM CODE IS IN ERROR
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The entry in the field *SELPA_FROM* is not one of the codes listed in *Appendix D*. Enter the correct code from the SELPA code list.

E-102	DIST_SERV CODE IS IN ERROR
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The entry in the field *DIST_SERV* is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit *DIST_SERV* code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the *California Public School Directory*.

E-103	DIST_RESI CODE IS IN ERROR
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The entry in the field *DIST_RESI* is not a valid district code or the field is blank. Please verify the code against the CDS (county-district-school) codes published in the *California Public School Directory* and enter the correct code.

E-104	STUDENT_ID IS BLANK
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There is no entry in the field *STUDENT_ID*. This field must contain a student identification code, assigned by the SELPA or SOP.

E-105	DUPLICATE STUDENT, SEE RECORD NNNNNN
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The entry in the field *STUDENT_ID* is the same as in another record in the file. The entry in the field *STUDENT_ID* must be unique -- no two students

in the same SELPA/SOP can have the same code in the field *STUDENT_ID*.

E-106 SSN CODE IS IN ERROR

The entry in the field *SSN* (social security number) is not a valid number. The entry must have only numeric data. Please enter correct social security number.

E-107 DUPLICATE SSN, SEE RECORD NNNNNN

The entry in the field *SSN* (social security number) is the same as in another record in the file. The *SSN* must be unique -- no two students may have the same social security number.

E-108 REPT_DATE IS NOT MM/DD/CCYY

The entry in the field *REPT_DATE* is not one of the dates for the state reporting requirements, or the field is blank. See *Chapter III* for correct reporting dates under this field. Enter appropriate date to correct the error.

E-109 SCH_CODE IS BLANK

The entry in the field *SCH_CODE* is blank. This field must have a seven-digit school code from the *California Public School Directory* or *California Private School Directory*. If a numeric code for a school of attendance is not available from the above two documents, enter the first seven letters of the name of the school.

E-110 SCH_TYPE CODE IS IN ERROR

The entry in the field *SCH_TYPE* is not one of the codes listed under the field. Please enter correct code.

E-111 LAST_NAME IS BLANK OR IN ERROR

The entry in the field *LAST_NAME* is blank or the name starts with a blank. Enter the correct last name.

E-112 FIRST_NAME IS BLANK OR IN ERROR

The entry in the field *FIRST_NAME* is blank or the name starts with a blank. Enter the correct first name.

E-113 BIRTHDATE IS BLANK OR IN ERROR

There is no data in the field *BIRTHDATE* or the entry in the field is not a valid date. Enter the correct date in this field.

E-114 BIRTHDATE IS AFTER REPORTING DATE

The entry in the field *BIRTHDATE* is after *REPT_DATE*. *BIRTHDATE* can never be after the reporting date. Enter correct date(s) in either or both fields.

E-115 AGE IS 23 OR OVER FOR ACTIVE STUDENT

The age of an active student (who is still in the program) computed as of the *REPT_DATE* cannot be 23 years or more. If the *BIRTHDATE* is in error, enter the correct date in the *BIRTHDATE* field. If, however, the student is over age 22, the student can no longer be an active student; in that case, exit the student with an appropriate date in the field *EXIT_DATE*.

E-116 AGE IS OVER 23 UPON EXIT

The age of the student is over 23 as of the *EXIT_DATE*. A student can, at most, be 23 years old upon exit from special education. If the *BIRTHDATE* is incorrect, causing this error, enter correct *BIRTHDATE*. If the *EXIT_DATE* is incorrect, enter the correct *EXIT_DATE*.

E-117 BIRTHDATE IS AFTER EXIT_DATE

The entry in the field *BIRTHDATE* is after *EXIT_DATE*. *BIRTHDATE* cannot be after exit date. Enter correct date(s) in one or both fields.

E-118 GENDER IS NOT M OR F

The entry in the field *GENDER* is not "M" or "F". Enter correct entry in the field.

E-119 ETHNICITY CODE IS IN ERROR

The *ETHNICITY* code is not one of those listed under this field. Enter the correct code in this field.

E-120 EL CODE IS IN ERROR

The entry in the field *English Learner* is not "Y" or "N". Enter the correct code in this field.

E-121 EL TRUE FOR HOME_LANG ENGLISH

The entry in the field *English Learner* is "T" or "Y", while the entry in the field *HOME_LANG* is "00" or blank (English). A student cannot be limited English proficient, if *HOME_LANG* is English. Enter the correct code in EL and/or

HOME_LANG field(s).

E-122 HOME_LANG CODE IS IN ERROR

The *HOME_LANG* code is not one of those listed under this field. Enter the correct code in this field.

E-123 MIGRANT CODE IS IN ERROR

The entry in the field *MIGRANT* is not "Y" or "N". Enter the correct code in this field.

E-124 RESID_STAT CODE IS IN ERROR

The *RESID_STAT* code is not one of those listed under this field. Enter the correct code in this field.

E-125 ENTRY_DATE IS BLANK OR IN ERROR

There is no data in the field *ENTRY_DATE* or the entry in the field is not a valid date. Enter the correct date of first entry into special education in this field.

E-126 ENTRY_DATE IS BEFORE BIRTHDATE

The date in the field *ENTRY_DATE* is before *BIRTHDATE*. Entry date cannot be before *BIRTHDATE*. Enter correct date(s) in *ENTRY_DATE* and/or *BIRTHDATE* field(s).

E-127 ENTRY_DATE IS AFTER REPORTING DATE

The date in the field *ENTRY_DATE* is after *REPT_DATE*. Entry date cannot be after the reporting date. Enter correct date(s) in *ENTRY_DATE* and/or *REPT_DATE* field(s).

E-128 LAST_IEP IS BLANK OR IN ERROR

There is no data in the field *LAST_IEP* or the entry in the field is not a valid date. Enter the correct date of the last IEP meeting in this field.

E-129 LAST_IEP IS BEFORE BIRTHDATE

The date in the field *LAST_IEP* is before *BIRTHDATE*. *LAST_IEP* cannot be before *BIRTHDATE*. Enter correct date(s) in *LAST_IEP* and/or *BIRTHDATE* field(s).

E-130 LAST_IEP MUST BE AN ACTUAL DATE

The date in the field *LAST_IEP* is a future date or projected date, based on the calendar and clock in your computer. The date of last IEP meeting must be an actual date that took place in the past -- not a meeting date in the future. Enter the latest IEP meeting date in this field.

E-131 *LAST_EVAL* IS BEFORE BIRTHDATE

The date in the field *LAST_EVAL* is before *BIRTHDATE*. The date of last evaluation cannot be before *BIRTHDATE*. Enter correct date(s) in *LAST_EVAL* and/or *BIRTHDATE* field(s).

E-132 *LAST_EVAL* MUST BE AN ACTUAL DATE

The date in the field *LAST_EVAL* is a future date or projected date, based on the calendar and clock in your computer. The date of last evaluation must be an actual date that took place in the past -- not a projected date in the future. Enter the latest evaluation date in this field.

E-133 *LAST_EVAL* IS BLANK OR IN ERROR

There is no data in the field *LAST_EVAL* or the entry in the field is not a valid date. Enter the correct date of the last evaluation in the field.

E-134 DISABILITY CODE IS IN ERROR

The first two digits in the field *DISABILITY* are not 01-13. The third digit in this field is not verified. Enter the correct code under this field.

E-135 GRADE IS IN ERROR

The *GRADE* code is not one of those listed under this field. The entry in this field must be 01-18. Enter the correct code in this field.

E-136 GRADE IS GG FOR AGE AA

The entry in the field *GRADE* is "13" (12+/transition) for age under 16. It is highly unlikely for a special education student under 16 to be in a community college or in a postsecondary program. Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*.

E-137 GRADE IS GG FOR AGE AA

The student is at least three years younger than the normal age for the reported *GRADE*. It is highly unlikely for a special education student of age "AA" to be in *GRADE* "GG". Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*.

E-138 GRADE IS GG FOR AGE AA

The student is at least five years older than the normal age for the reported *GRADE*. It is highly unlikely for a student of age "AA" to be in *GRADE* "GG". Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*. You may also use code "15" (ungraded) to correct the error.

E-139 AGE IS AA FOR GRADE INFANT

The student is more than four years old for infant *GRADE*. Infant *GRADE* is limited to age group 0-2 years only. Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*.

E-140 GRADE IS PRESCHOOL FOR AGE AA

The student is less than two or more than seven years old for preschool *GRADE*. Preschool *GRADE* is limited to age group 3-5 years only. Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*.

E-141 GRADE IS KINDERGARTEN FOR AGE AA

The student is less than three years old for kindergarten. Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*.

E-142 GRADE IS KINDERGARTEN FOR AGE AA

The student is more than ten years old for kindergarten. Enter the correct code(s) in *GRADE* and/or *BIRTHDATE*.

E-143 SERVICE1 CODE IS IN ERROR

The *SERVICE1* code is not one of those listed under this field. Enter the correct code in this field.

E-144 SERVICE2 CODE IS IN ERROR

The *SERVICE2* code is not one of those listed under this field. Enter the correct code in this field.

E-145 SERVICE3 CODE IS IN ERROR

The *SERVICE3* code is not one of those listed under this field. Enter the correct code in this field.

E-146 SERVICE4 CODE IS IN ERROR

The *SERVICE4* code is not one of those listed under this field. Enter the correct code in this field.

E-147 IMPROPER SERVICE CODE FOR AGE AA

The entry in one or more of the fields *SERVICE1*, *SERVICE2*, *SERVICE3*, *SERVICE4*, *SERVICE5*, *SERVICE6*, *SERVICE7*, or *SERVICE8* is "67" (specialized driver training) for a student of age less than 15. Enter the correct code in the appropriate *SERVICE* field(s) or in *BIRTHDATE*.

E-148 IMPROPER SERVICE CODE FOR DISABILITY AAA

The entry in one or more of the *SERVICE* fields (*SERVICE1* through *SERVICE8*) is "71" (specialized services for low incidence disabilities) for a student whose disability is not a low incidence disability (Hard of Hearing, Deaf, Visual Impairment, Orthopedic Impairment, and Deaf-Blindness). Enter the correct code in the appropriate *DIS* field(s) or in *DISABILITY*.

E-149 DUPLICATE ETHNICITY CODES

Two or more of the entries in the fields *ETHNICITY1-6* have the same code. An ethnicity code may only be used once per student.

Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).

E-150 EXIT_DATE IS BEFORE ENTRY_DATE

The date in the field *EXIT_DATE* is before *ENTRY_DATE*. A student can not exit from the program before entering the program. Enter correct date(s) in *EXIT_DATE* and/or *ENTRY_DATE* field(s).

E-151 EXIT_DATE IS BEFORE REPORTING DATE

The date in the field *EXIT_DATE* is before *REPT_DATE*. For the December enrollment reports, an active student can not exit before the reporting date. Enter correct date(s) in *EXIT_DATE* and/or *REPT_DATE* field(s).

E-152 EXIT_DATE MUST BE AN ACTUAL DATE

The date in the field *EXIT_DATE* is a future date according to the calendar and clock in the computer. By definition, an exit date is an actual date of exit from the program -- not a projected date of exit. Enter the actual exit date in the field *EXIT_DATE*.

E-153 NO EXIT_DATE FOR EXIT_RESON NN

There is no entry in the field *EXIT_DATE* but there is an entry "NN" in the field *EXIT_RESON*. A student can have an exit reason only after the student has exited the program. Enter the exit date in the field *EXIT_DATE* or if the student has not exited the program, leave *EXIT_RESON* field blank.

E-154 EXIT_DATE IS BEFORE MM/DD/CCYY

The date in the field *EXIT_DATE* is before the starting date "MM/DD/CCYY" of the school year in the End-of-Year data file. A student may not have exited before the school year to be in the End-of-Year data file. Enter the correct *EXIT_DATE* or remove the record from the End-of-Year data file.

E-155 EXIT_RESON CODE IS IN ERROR

The entry in the field *EXIT_RESON* is not one of those listed under this field. Enter the correct code in *EXIT_RESON* field.

E-156 STUDENT GRADUATING AT AGE NN

The entry in the field *EXIT_RESON* is "71" (graduated from high school with diploma) or "72" (graduated from high school certificate of completion or other than diploma.) or "81" (GED) for a student under age 16. It is highly unlikely for a student to graduate under age 16. If the *BIRTHDATE* is incorrect, causing this error, enter the correct *BIRTHDATE*. Otherwise, enter the correct code in the field *EXIT_RESON*.

E-157 STUDENT AGE:NN MAX AGE TO EXIT >=21

The entry in the field *EXIT_RESON* is "73" (maximum age) for age less than 21. A student exiting special education as a result of reaching maximum age must be of age 21 or more. Enter the correct code in the field *EXIT_RESON*. If the *BIRTHDATE* is in error, enter the correct *BIRTHDATE*.

E-158 LAST_IEP IS AFTER EXIT_DATE

The entry in the field *LAST_IEP* is after *EXIT_DATE*. The *LAST_IEP* date must be before *EXIT_DATE* for a student. Please verify the date(s) and/or correct the error(s).

E-159 LAST_EVAL IS AFTER EXIT_DATE

The entry in the field *LAST_EVAL* is after *EXIT_DATE*. The *LAST_EVAL* date must be before *EXIT_DATE* for a student. Please verify the date(s) and/or correct the error(s).

E-160 REFR_DATE IS BEFORE BIRTHDATE

The entry in the field *REFR_DATE* is before the date in the field *BIRTHDATE*. A student cannot be referred for determining eligibility for special education before birthdate. Please verify the entries in these two fields and correct the error.

E-161 REFR_DATE IS AFTER REPT_DATE

The entry in the field *REFR_DATE* is after the date in the field *REPT_DATE*. If a student is referred after the reporting date, the student may not be part of the data file for the reporting cycle. Please enter correct date(s) or remove the record from the data table.

E-162 REFR_DATE IS BLANK FOR INFANT

There is no entry in the field *REFR_DATE* for an infant (age 0-2). Please enter the referral date for the infant or if the *BIRTHDATE* of the student is incorrect, enter the correct birthdate.

E-163 SOLE_LOW CODE IS IN ERROR

The entry in the field *SOLE_LOW* is not one of the codes on the list under this data field for an infant (age 0-2) who has a low-incidence disability (Hearing Impairment, Deafness, Visual Impairment, Orthopedic Impairment or Deaf-blindness) in the field *DISABILITY*. If the entry in the field *DISABILITY* is not "020", "030", "050", "070" or "100", please leave this field (*SOLE_LOW*) blank.

E-164 PRESCH_SET CODE IS IN ERROR

The entry in the field *PRESCH_SET* is not one of the codes on the list under this data field. Please enter correct code.

There MUST be an entry in this field for students ages 3-5.

E-165 PRESCH_SET CODE IS FOR UNDER AGE 3

There is an entry in the field *PRESCH_SET* for a student under age 3. A student must be at least 3 years old to be in a preschool setting. If the student's birthdate is in error, correct the birthdate or leave the field blank.

E-166 OUT_REGCLS CODE IS IN ERROR

The entry in the field *OUT_REGCLS* is not a valid code. Please verify the entry and correct the error.

E-167 Service5 CODE IS IN ERROR

The *SERVICE5* code is not one of those listed under this field. Enter the correct code in this field.

E-168 SERVICE6 CODE IS IN ERROR

The *SERVICE6* code is not one of those listed under this field. Enter the correct code in this field.

E-169 SERVICE7 CODE IS IN ERROR

The *SERVICE7* code is not one of those listed under this field. Enter the correct code in this field.

E-170 SERVICE8 CODE IS IN ERROR

The *SERVICE8* code is not one of those listed under this field. Enter the correct code in this field.

E-171 PARTICIP CODE IS IN ERROR

The *PARTICIP* code is not one of those listed under this field for grades 2-11 **or** for age ≥ 7 and grade=15 (Ungraded). Enter the correct code in this field.

E-172 NO INFANT SERVICES TABLE FOR INFANT

There is no infant services data table for an infant (age 0-2) in the CASEMIS Student Data File. Unless an infant receives early intervention service(s) in an Infant Services Data Table, there may not be an infant in the CASEMIS Student Data Table. Please remove the record or correct the error.

E-173 TRAN_SERV CODE IS IN ERROR

The entry in the field *TRAN_SERV* is not one of the codes listed under the field. Please verify the entry and correct the error.

E-174 PLAN_TYPE IS IN ERROR

The entry in the field *PLAN_TYPE* is not 1,2, or is not one of the codes listed under the field. Please verify the entry and correct the error.

E-175 SERVICE2-8 NOT EMPTY, SERVICE1 IS EMPTY

Service1 MUST have valid entry. Please verify and correct error.

E-176 DUPLICATES IN FIELDS SERVICE1-8

Service1 MUST have valid entry. Fields SERVICE1-8 must NOT have duplicate entries. Please verify and correct error.

E-177 TRAN_LANG CODE IS IN ERROR

The entry in the field *TRAN_LANG* is not Y or N. Please verify the entry and correct the error.

E-178 SERVICE1 CODE IS BLANK

SERVICE1 MUST have valid entry. Please verify and correct error.

E-179 SERVICE1 NOT BLANK FOR INFANT

SERVICE1 MUST have valid entry. Please verify and correct error.

E180 SERVICE# HAS INVALID ENTRY

The entry in SERVICE# is an invalid service code. Please verify the entry and correct the error.

E181 INFANT_SET CODE IS IN ERROR

The entry in INFANT_SET is an invalid setting code. Please verify the entry and correct the error

E182 MHS_ELIGIB CODE IN ERROR

The entry in MHS_ELIGIB is an invalid code. Please verify the entry and correct the error

E183 MHS_LANG CODE IN ERROR

The entry in MHS_LANG is an invalid code. Please verify the entry and correct the error

E200 NO SERVICES RECORD FOR INFANT

There is no Infant Services Data Table for an infant (age 0-2) in the

CASEMIS Student Data File. Unless an infant receives early intervention service(s) in an Infant Services Data Table, the may not be an infant in the CASEMIS Student Data Table. Please remove the record or correct the error

E201 NO STUDENT RECORD FOR INFANT SERVICES

A record exists in the Infant Services Data Table (Table B) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For a valid entry in the Infant Services Data Table, there must be a record with the same SELPA_CODE and STUDENT_ID for that infant in the CASEMIS Student Data Table. Please verify the data and correct the error.

E-202 INFANT SERVICE CODE IS IN ERROR

The entry in the field *SERVICE* is not one of the codes on the list under the field. Please verify the entry and correct the error.

E-203 AGENCY CODE IS IN ERROR

The entry in the field *AGENCY* is not one of the codes on the list under the field. Please verify the entry and correct the error.

E-204 LOCATION CODE IS IN ERROR

The entry in the field *LOCATION* is not one of the codes on the list under the field. Please verify the entry and correct the error.

E-205 FREQUENCY CODE IS IN ERROR

The entry in the field *FREQUENCY* is not one of the codes on the list under the field. Please verify the entry and correct the error.

E-206 DURATION CODE IS IN ERROR

The entry in the field *DURATION* is not one of the codes on the list under the field. Please verify the entry and correct the error. This number cannot be less than 10.

E-207 AGE OF INFANT IS 3 OR OVER

The age of infant in Infant Services Data Table is 3 years or more as of *REPT_DATE*. By definition, an infant in the Infant Services Data Table may not be 3 years or over as of the reporting date. Please verify the *BIRTHDATE* of the infant in CASEMIS Student Data Table and correct the error. If the *BIRTHDATE* is correct, remove the record from Infant Services Data Table.

E-208 REPT_DATE IS NOT MM/DD/CCYY

The entry in the field *REPT_DATE* is not one of the dates for the state reporting requirements, or the field is blank. See *Chapter III* for correct reporting dates under this field. Enter appropriate date to correct the error.

E-210 SERVICE CODE HAS INVALID ENTRY

The entry in the field *REPT_DATE* is not one of the dates for the state reporting requirements, or the field is blank. See *Chapter III* for correct reporting dates under this field. Enter appropriate date to correct the error.

E-300 NO STUDENT RECORD FOR DISCIPLINE DATA

A record was found in the Discipline Data Table (Table C) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For an entry in the Discipline Data Table, there MUST be a record with the same *SELPA_CODE* and *STUDENT_ID* for that student in the CASEMIS Student Data Table. Please verify the data and correct the error.

E-301 DSPL_DATE IS BEFORE /AFTER SCHOOL YEAR

The date in the field *DSPL_DATE* is either before or after the duration of the school year. If the data of the disciplinary action was before the school year or after the school year, the incident shall not be reported in the current year's data table. Please correct the error.

E-302 DSPL_TYPE CODE IS IN ERROR

The entry in the field *DSPL_TYPE* is not "S" or "E". Please correct the error.

E-303 DSPL_DAYS CODE IS IN ERROR

The entry in the field *DSPL_DAYS* is not a valid code. Please check the entry and correct the error. Note that the number of days cannot be more than 365.

E-304 DSPL_BY CODE IS IN ERROR

The entry in the field *DSPL_BY* is not a valid code. Please check the entry and correct the error.

E-305 REASON1 CODE IS IN ERROR

The entry in the field *REASON1* is not one of the codes on the list under the field. Please verify the list and enter the correct code. Note that this field cannot be left blank.

E-306 REASON2 CODE IS IN ERROR

The entry in the field *REASON2* is not one of the codes on the list under the field. Please verify the list and enter the correct code.

E-307 REASON3 CODE IS IN ERROR

The entry in the field *REASON3* is not one of the codes on the list under the field. Please verify the list and enter the correct code.

E-308 DSPL_STAT CODE IS IN ERROR

The entry in the field *DSPL_STAT* is not one of the codes on the list under the field. Please verify the list and enter the correct code.

FILE VERIFICATION WARNINGS

Warning

Warning Message and Explanation

W-900 RESID_STAT CODE IS 71 OR 72

The entry in the field *RESID_STAT* is "71" (State Hospital) or "72" (Developmental Center) for an LEA. These codes are generally used by the state operated programs and they are not meant for the LEAs, unless there are special circumstances. Make sure it is not an error. Also make sure that the student is not reported by both agencies.

W-901 RESID_STAT CODE IS NOT 71 OR 72

The entry in the field *RESID_STAT* is not "71" (State Hospital) or "72" (Developmental Center) for corresponding *RESID_STAT* codes in programs operated by the Department of Developmental Services (DDS). Please verify the entries in these two fields to make sure the codes are correct.

W-902 RESID_STAT CODE IS NOT 60

The entry in the field *RESID_STAT* is not "60" for programs operated by the California Youth Authority. It is unlikely that the individuals under these institutions have different residential status. Make sure that it is not an error.

W-903 GRADE IS GG FOR AGE AA

The entry in the field *GRADE* is "13" (12+/transition) for age under 17. It is highly unlikely, if not impossible, to be in community college or in a postsecondary program for a student under age 17. Check the *GRADE* code and the *BIRTHDATE* to make sure there is no error.

W-904 GRADE IS GG FOR AGE AA

The student is at least two years younger than the normal age for the reported *GRADE*. Please check the field(s) *BIRTHDATE* and/or *GRADE* to make sure this is not an error.

W-905 AGE IS AA FOR GRADE INFANT

The age of the student is more than three years while *GRADE* is "16" (Infant). Generally, a student in an infant program is under three years of age. Make sure this is not an error.

W-906 GRADE IS PRESCHOOL FOR AGE NN

The entry in the field *GRADE* is "17" (Preschool) for age higher than six years. Normally, the preschool program is for students who are of age group 3-5, although there may be exceptions. Make sure that the *BIRTHDATE* and *GRADE* fields have the correct codes.

W-907 GRADE IS KINDERGARTEN FOR AGE AA

The entry in the field *GRADE* is "18" (Kindergarten) for age less than four years. Normally the age of a kindergarten student is five years. Make sure this is not an error.

W-909 LAST_IEP IS OVER ONE YEAR

The entry in the field *LAST_IEP* is more than one year before the *REPT_DATE* or more than one year before the *EXIT_DATE* if there is an entry in the field *EXIT_DATE*. Please make sure this is not an error.

W-910 **LAST_EVAL IS OVER THREE YEARS**

The entry in the field *LAST_EVAL* is more than three years before the *REPT_DATE* or more than three years before the *EXIT_DATE* if there is an entry in the field *EXIT_DATE*. Please make sure this is not an error.

W914 **INVALID AGE\GRADE\PLAN_TYPE FOR PARTICIP**

The entry in the field *PARTICIP* is not appropriate for the student's age and plan type. Please verify the student's age, plan type, and participation in statewide testing.

W-915 **NO TRANS LANG FOR STUDENT OVER 15**

APPENDIX G

DEFINITION OF SELECTED CODES

This appendix presents definitions of selected data codes used in the database structure, and specifically referred to in the definition of data fields.

A-7, SCH_TYPE

CODE	Selected School Types
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- | | |
|----|--|
| 10 | Public Day School: Day schools operated or administered by a public agency to provide instruction in general education. This includes schools listed in the <i>California Public Schools Directory</i> published by the California Department of Education. This category does not include residential school, or other types of schools listed under this field. |
| 11 | Public Residential School: Schools operated or administered by a public agency to provide instruction in general education, where students reside at the same location. This category does not include any other types of schools listed under this field. |
| 20 | Continuation School: Continuation schools primarily serve students 16 through 18 years old by providing individualized instruction and flexible scheduling to meet their individual graduation needs, while allowing them to comply with the compulsory part-time attendance laws. It, also, is mandated to provide guidance, placement, and follow-up services to students. (<i>EC 48400-48454, CAC Title 5 Sec 11000-11010</i>). |
| 22 | Alternative Work Education Center: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis; and provide classroom instruction, on-the-job training, career counseling and placement services. (<i>EC 52900</i>). The center may also provide appropriate educational services to school dropouts through recruitment or referral. These services may include: instruction in basic academic skills, motivation, employment or re-entry orientation. The goal is transition to public school, diploma equivalency program, vocational program, military or other service program, or post-secondary education. In addition a program administered by the Student Aid Commission to provide an opportunity for college students to earn money while gaining experience in educationally beneficial or career-related employment. (<i>EC 69951</i>). |
| 24 | Independent Study: An alternative to classroom instruction consistent with a school district's course of study. This is an instructional strategy (not a categorical program) that responds to an individual's needs and styles of learning. (<i>EC 46300(3), 51745-51749.5, CCR Title 5 Sec 11700-11703</i>). |

- 30 Juvenile Court Schools:** An alternative program that serves the educational needs of students who are under the protection or authority of the Juvenile Court or local school district. The County Office of Education provides for the education programs in juvenile ranches, camps and schools, as well as juvenile halls. Students are placed in juvenile court schools when referred by the juvenile court or a deputy probation officer. These programs seek to transition the students back to an appropriate educational, training, and/or employment setting upon release or after the court terminates jurisdiction. (*W&IC Sec 202 et seq., EC Sec 1980 et seq.*)
- 31 Community School:** An alternative program that serves the educational needs of students. The County Office of Education provides for the education programs in community schools. Students are placed in community schools when expelled from school, or referred by a School Attendance Review Board (SARB). These programs seek to transition the students back to an appropriate educational, training, and/or employment setting. This also includes district operated community schools.
- 32 Correctional Institution Or Incarcerated Facility:** It is an institution run by the California Department of Corrections, California Youth Authority or any other public agency where an individual is detained for infraction with the law and where educational classes provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education.
- 40 Home Instruction:** An alternative to classroom instruction an IEP team decision states and certifies that the student's diagnosed condition prevents him/her from attending a school setting. Instruction may be delivered individually, in small groups or by teleclass. (*Title V, Section 3051.4*).
- 45 Hospital Facility:** The educational needs of students who are placed or who reside in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the responsibility of and provided by the district or county office in which the hospital or facility is located. (*EC 56167-56168*).
- 50 Community College:** This includes specialized services and educational programs offered by the post-secondary community colleges for students over high school age in academics, reading and mathematics labs, and vocational, career, and community development skills.
- 51 Adult Education Program:** This includes programs, such as, parenting, basic education, high school diploma, English as a second language, citizenship, short-term vocational programs, older adults, adults with disabilities, home economics education, and health and safety in order to provide or improve the skills of adults.

- 55 Charter School (operated BY a LEA/district):** Charter schools that are deemed to be a public school within the District/SELPA participate in either the same manner as other schools within the District or as described in a memorandum of understanding.
- 56 Charter School (operated AS an LEA/district):** Charter schools that are deemed a local education agency for the purpose of special education must participate in an approved special education local plan (SELPA) as an LEA. (EC 56195.1 sections (a), (b), or (c) (20 USC 1400 et seq., EC 47641 (a), AB 1115, Chapter 78, Statutes of 1999).
- 61 Head Start Program:** A part-day comprehensive child development program for children 3-5 years of age from low-income families. Services are provided in this program through four components: education, social services, parent involvement and health. Head Start is mandated to make a minimum of 10% of its enrollment opportunities available for preschool age children with disabilities.
- 62 Child Development Or Child Care Facility:** Any residence or building, or part thereof, in which child care and development services are provided. The facility must be licensed by the State Department of Social Services.
- 63 State Preschool Program:** Part-day comprehensive developmental programs for children 3-5 years of age from low-income families. The programs include educational development, health services, parent education and participation, program evaluation, and staff development.
- 64 Private Preschool:** A preschool program operated by a private agency, that provides basic supervision, age appropriate activities, nutrition, and parent education for preschool children ages 3-5.
- 65 Extended Day Care:** An extended school day program that provides educational activities that are appropriate to the ages of the students and that capture the students' interests and needs. (EC 58752).
- 70 Nonpublic Day School:** A nonpublic, nonsectarian day school (under the field *SCH_TYPE*) that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department (EC 56034).
- 71/72 Nonpublic Residential School:** A nonpublic, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department. This school provides an educational program at the same location where the student resides (often a licensed children's institution). (EC 56034).

- 75 Private Day School (Not Certified By Special Education):** A school, sectarian or nonsectarian, which is not administered by a public agency and does not provide special education services. Students attending this school do not reside at the school premises. Services are provided through an ISP, in accordance with district policy for serving students in private schools.
- 76 Private Residential School (Not Certified By Special Education):** A school, sectarian or nonsectarian, which is not administered by a public agency, and does not provide special education and services. The student resides at this school, although private residential school may provide a combination of residential and day programs. The status of a student (whether day or residential) will depend on where the student resides. Services are provided through an ISP, in accordance with district policy for serving students in private schools.
- 80 Parochial School:** A school that is affiliated with or run by a religious organization.

A-15-A-20, ETHNICITY1-6
Ethnic Categories

CODE

- 100 Native American:** A Native American is a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- 201 Chinese:** A person having origins in any of the original peoples of China.
- 202 Japanese:** A person having origins in any of the original peoples of Japan.
- 203 Korean:** A person having origins in any of the original peoples of Korea.
- 204 Vietnamese:** A person having origins in any of the original peoples of Vietnam.
- 205 Asian Indian:** A person having origins in any of the original peoples of the Indian subcontinent.
- 206 Laotian:** A person having origins in any of the original peoples of Laos.
- 207 Cambodian:** A person having origins in any of the original peoples of Cambodia.

- 299 Other Asian:** A person having origins in any of the original peoples of the other Asian countries not listed above, e.g., Thailand, Indonesia, and Tibet.
- 301 Hawaiian:** A person having origins in any of the original peoples of the Hawaiian islands.
- 302 Guamanian:** A person having origins in any of the original peoples of the island of Guam.
- 303 Samoan:** A person having origins in any of the original peoples of the Samoan islands.
- 304 Tahitian:** A person having origins in any of the original peoples of the Tahitian islands.
- 399 Other Pacific Islander:** A person having origins in any of the original peoples of the Polynesian, Micronesian or Melanesian islands except Hawaiian, Samoan, Guamanian or Tahitian islands. (Excludes the Philippine Islands.)
- 400 Filipino:** A person having origins in any of the original peoples of the Philippine Islands.
- 500 Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin -- regardless of race.
- 600 African-American:** A person having origins in any of the black racial groups of Africa.
- 700 White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Egypt, Portugal, and Iran.

A-26, RESID_STAT

CODE Residential Status

- 10 Parent Or Legal Guardian:** This includes natural or adoptive parents and surrogate parents or other persons or relatives who have legal custody of children.
- 20 Licensed Children's Institution (LCI):** Licensed Children's Institution is a residential facility which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. "Licensed Children's Institution", in addition, includes a group home as defined by *subdivision (a) of Section 80001 of Title 22 of the California Code of Regulations*. See *Education Code Section 56155.5(a)* for

exclusions.

- 30 Foster Family Home (FFH):** Foster Family Home is a family residence which is licensed by the state, or other public agency which has delegated authority by contract with the state to license), to provide 24-hour nonmedical care and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs. "Foster family home", in addition, includes a small family home as defined in *paragraph (6) of subdivision (a) of Section 1502 of the Health and Safety Code (E.C. 56155.5(b))*.
- 40 Hospital:** A public hospital, state-licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes. (*E.C. 56167(a)*). It does not include state hospital (see below).
- 50 Residential Facility:** A Residential facility is a nonsectarian school where a student with exceptional needs resides on a 24-hour basis and receives special education and related services at the school. This includes both public and private facilities. Does not include LCIs.
- 60 Incarcerated Institution:** Individuals with exceptional needs who have been adjudicated by the juvenile court, for placement in a juvenile hall or juvenile home, day center, ranch, or camp, or for individuals with exceptional needs placed in a county community school (*E.C. 56150*); includes placement in California Youth Authority and other public correctional institutions.
- 71 State Hospital:** A state hospital is a residential facility operated by the California Department of Developmental Services (DDS).
- 72 Developmental Center:** A Developmental Center is a residential facility operated by the California Department of Developmental Services (DDS).

A-30, DISABILITY

CODE Disability Categories

- 010 Mental Retardation (MR):** Mental Retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child's educational performance. (*34 CFR Sec. 300.7(c)(6)*).
- 020 Hard of Hearing (HH):** Hard of Hearing means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf in this section.

030 Deafness (DEAF): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. (34 CFR Sec. 300.7(c)(3))

Hearing Impairment (HI): Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.

040 Speech or Language Impairment (SLI): Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance. (34 CFR Sec. 300.7(c)(11))

050 Visual Impairment (VI): Visually Impaired, including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (34 CFR Sec. 300.7(c)(13)).

060 Emotional Disturbance (ED): Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance:

- A. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- C. Inappropriate types of behavior or feeling under normal circumstances;
- D. A general pervasive mood of unhappiness or depression; or
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 CF Sec. 300.7(c)(4)).

070 Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 CFR Sec. 300.7(b)(6) Sec. 300.7(c)(8))

080 Other Health Impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems

such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. (34 CFR Part 300.7(c) (9)).

- 081 Established Medical Disability (EMD):** A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. (CA Ed Code, Section 56441.11(d)) [Note: This eligibility category is only applicable for children ages 3-5]
- 090 Specific Learning Disability (SLD):** Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or-using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include-learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. (34 CFR Sec. 300.7(c)(10)).
- 100 Deaf-Blindness (DB):** Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR Sec. 300.7(c)(2)).
- 110 Multiple Disabilities (MD):** Multiple Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.,) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. (34 CFR Sec. 300.7(c)(7)).
- 120 Autism (AUT):** Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of "autism" after age three, that child could be diagnosed as having "autism" if the criteria in the above paragraph are

satisfied. (34 CFR Sec. 300.7(c)(1)).

- 130 Traumatic Brain Injury (TBI):** Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. (34 CFR Sec. 300.7(c)(12))

A-33, PRESCH_SET

CODE Preschool Placement Categories

- 10 Early Childhood Setting:** This is a placement setting where children receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings. This may include, but is not limited to:

- Regular kindergarten classes;
- Public or private preschools;
- Head Start Centers;
- Child care facilities;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Home/early childhood combinations;
- Home/Head Start combinations; and
- Other combinations of early education settings.

- 20 Early Childhood Special Education Setting:** This is a placement setting where children receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings. This may include, but is not limited to:

- Special education classrooms in regular school buildings;
- Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and
- Special education classrooms in trailers or portables outside regular school buildings.

- 30 Home:** This is the setting when children receive all of their special education and related services in the principal residence of the child's family or caregivers.
- 40 Part-time Early Childhood/Part-time Childhood Special Education setting:** This is a setting when children receive services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children *without* disabilities, and (2) special education and related services are provided in programs designed primarily for children *with* disabilities. This may include, but is not limited to:
- Home/early childhood special education combinations; Head Start, child care, nursery school facilities on an outpatient basis, or other community-based settings with special education provided outside of the regular class; Regular kindergarten classes with special education provided outside of the regular class; Separate school/early childhood combinations; and Residential facility/early childhood combinations.
- 50 Residential Facility:** This is where children receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
- 60 Separate school:** This is a setting where children receive all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.
- 70 Itinerant Service Outside the Home (Optional):** This is a setting where children receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). (This does not include children receiving services at home; those children are reported under "Home"). These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting. Children receiving all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for longer than three hours must be reported under early childhood special education setting or early childhood setting. Depending on whether the program was designed primarily for students with or without disabilities.
- 80 Reverse Mainstream Setting (Optional):** This is a setting where children receive all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

A-40 through A-47, SERVICE1-8

CODE Special Education Service Categories

- 20 Regular Class with Accommodations:** Student is educated in the general education classroom. Accommodations to the general education curriculum that do not fundamentally alter the content standards are determined and implemented through collaboration between general and special education personnel. Instructional content is under the direction and supervision of the general education teacher. Special education staff provide no direct instruction for the student.
- 25 Nonintensive School-based program (learning center):** Services are provided in an integrated resource program including general education and special education program options in accordance with the school site plan. Instructional content to address the student's IEP goals is under the direction/supervision of the special education teacher. Instruction may be provided by general education staff (Title 1 Teachers, Migrant Education staff, etc.) and/or by special education staff
- 26 Resource Specialist Program/Non intensive:** Resource Specialist Program is a special education service that provides consultation and support to general education staff, and/or direct instruction and services to those students whose needs have been identified in an IEP, and are assigned to regular classroom teachers for the majority of a school day
- 40 Special Day Inclusion Services –** Students with intensive special education needs are educated in the general education classroom. Modifications to the core curriculum are required based on alternate performance indicators as determined in the individual student's IEP.
- 41 Special Day Class in public integrated facility:** is a placement setting that provides intensive instruction and services to pupils when the nature or severity of the disability precludes their participation in the regular school program for a majority of a school day.
- This includes children placed in self-contained special classrooms with part-time instruction in a regular class or self-contained special classrooms full-time on a regular school campus. (*E.C. 56364*).
- 42 Special Day Class in public separate facilities:** a placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a public separate facility.

- 43 Special Day Class in nonpublic school:** a placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a nonpublic facility.
- 50 Language And Speech:** Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included.
- Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.
- 52 Adapted Physical Education:** Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (*CCR Title 5 Sec. 3051.5*).
- 53 Audiological Services:** These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (*CCR Title 5 Sec. 3051.2*)
- 54 Individual Counseling:** One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (*34 CFR Sec. 300.24(b)(2), (CCR Title 5 Sec. 3051.9)*).
- 56 Counseling and Guidance Services:** Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to

supplement the regular guidance and counseling program. (*34 CFR Sec. 300.24.(b)(2)*); *CCR Title 5 Sec. 3051.9*) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (*34 CFR 300.306; CCR Title 5 Sec 3051.9*).

- 57 Occupational Therapy:** Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (*CCR Title 5 Sec. 3051.6, E.C. Part 30 Sec. 56363*).

- 58 Physical Therapy:** These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (*B&PC Ch. 5.7, CCR Title 5 Sec. 3051.6, EC Part 30 Sec. 56363, GC-Interagency Agreements Ch. 26.5 Sec. 7575(a)(2)*).

- 59 Orientation And Mobility:** Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

- 60 Parent Counseling:** Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include

parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 *CFR Sec. 300.24(b)(7)*; *CCR Title 5 Sec 3051.11*).

- 62 Social Work Services:** Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 *CFR Sec. 300.24(b)(13)*; *CCR Title 5 Sec 3051.13*).
- 63 Vocational Education Training:** Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.
- 64 Recreational Services:** Therapeutic recreation programs assist the student in becoming as independent as possible in leisure activities and recreation programs in schools and community agencies. (*Title 5 Section 3051.15*).
- 65 Individual And Small Group Instruction:** Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.
- 66 Vision Services:** This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.
- It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (*CAC Title 5 Sec. 3030(d)*, *EC 56364.1*).
- 67 Specialized Driver Training:** Any specialized or modified instructions needed to supplement the regular driver-training program. (*Title 5 Section 3051.8(a)*).
- 68 Psychological Services:** These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting

information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (*CFR Part 300 Sec. 300.24*).

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (*34 CFR Sec. 300.24*; *CCR Title 5 Sec 3051.10*).

- 71 Specialized Services For Low Incidence Disabilities:** Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (*CCR Title 5 Sec. 3051.16 & 3051.18*).
- 72 Health And Nursing -- Specialized Physical Health Care Services:** Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (*CCR Section 3051.12(b)(1)(A)*). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (*CEC 49423.5 (d)*).
- 73 Health And Nursing -- Other Services:** This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.
- IEP-required health and nursing services are expected to supplement the regular health services program. *34 CFR 300.306*; *CCR Title 5 Sec 3051.12*).
- 74 Interpreter Services:** Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (*CCR Title 5, Sec. 3051.16*)

- 76 Behavior Intervention Services:** A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (*Title 5 Section 3001(d)*).
- 77 Assistive Technology Services:** Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (*34 CFR Part 300.6*).
- 78 Braille Transcription:** Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
- 79 Reader Services:** Any specialized assistance given to the visually impaired student for the purpose of orally reading material the student cannot read independently. This may include, but is not limited to, assistive technology such as a closed circuit TV reader, or peer assigned to read to the student. This does not include instruction in the process of learning how to read.
- 80 Note Taking Services:** Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.
- 84 Transition Services:** These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.
- 85 Vocational Counseling:** This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic

career decisions. (*Title 5 Section 3051.14*).

- 86 Deaf And Hard of Hearing Services:** These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (*Title 5 Sections 3051.16 and 3051.18*).
- 87 Respite Care Services:** Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (**Note: only for infants and toddlers from birth through 2, but under 3.**)
- 88 Intensive Individual Services:** Supplemental/Individual assistance for all or part of the school day required by student to develop specific skills as indicated in the student's IEP. May include 1:1 assistance for all or part of the school day as specified on IEP.

References

California Department of Education. *California Special Education Programs - A Composite of Laws*. 22nd Edition, Sacramento: California Department of Education, 2003.

California Department of Education. *Feasibility Study Report for the Special Education Student Information System*. Sacramento: California Department of Education, 1988.

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